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ABSTRACT

This document is a graphic collection of statistical data compiled by the Michigan Department of Education that reflects some of the important educational trends in Michigan. The report is organized in five major sections. The first section describes student enrollment trends and the recent status of various programs designed to serve certain types of students. Student achievement has continued to improve in recent years, and this improvement is reflected in the section entitled "Outcomes." The "Staff" section portrays the effect of enrollment decline on staffing in schools, and the following section presents financial data. The final section, "Organization and Management," depicts the total number of school districts and schools in Michigan. It is explained that recommendations for improvement by the Michigan State Board of Education were described in a "Blueprint for Action" adopted by the State Board in January 1984; that this document triggered a series of actions at both state and local levels to strengthen and expand educational opportunities for children, youth, and adults in Michigan; and that the current status of a portion of the "Blueprint for Action" is reflected in this report. The data presented were compiled from numerous departmental, federal, and local reports. (TE)

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# CONDITION

# OF

# MICHIGAN EDUCATION

1986

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## FOREWORD

The Michigan Department of Education has a strong and continuing interest in improving the information available to educators and others for planning and policy-making. "Condition of Michigan Education" was prepared for this purpose.

This document is a graphic collection of statistical data that reflects some of the important trends taking place in Michigan education. The report is organized in five major sections. The first section describes student enrollment trends and recent status of various programs designed to serve certain types of students. Student achievement continues to improve in recent years and this is reflected in the section on Outcomes. The effect of enrollment decline on staffing in the schools is portrayed in the Staff section of this report. Financial data is reflected in the section on Finance. The final section, Organization and Management, depicts the total number of school districts and schools in Michigan.

The State Board of Education has made a series of recommendations to improve education in Michigan. These recommendations are described in the "Blueprint for Action," adopted by the State Board of Education in January of 1984. That document triggered a series of actions at both the state and local level to strengthen and expand the educational opportunities for children, youth, and adults in this state. The current status of a portion of the "Blueprint for Action" is reflected in this report.

The data presented were compiled from numerous departmental, federal, and local reports. This "Condition of Michigan Education" report will be periodically updated to further track appropriate educational trends and conditions.

Phillip E. Runkel
Superintendent
of Public Instruction

CONDITION OF MICHIGAN EDUCATION

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# A. STUDENTS

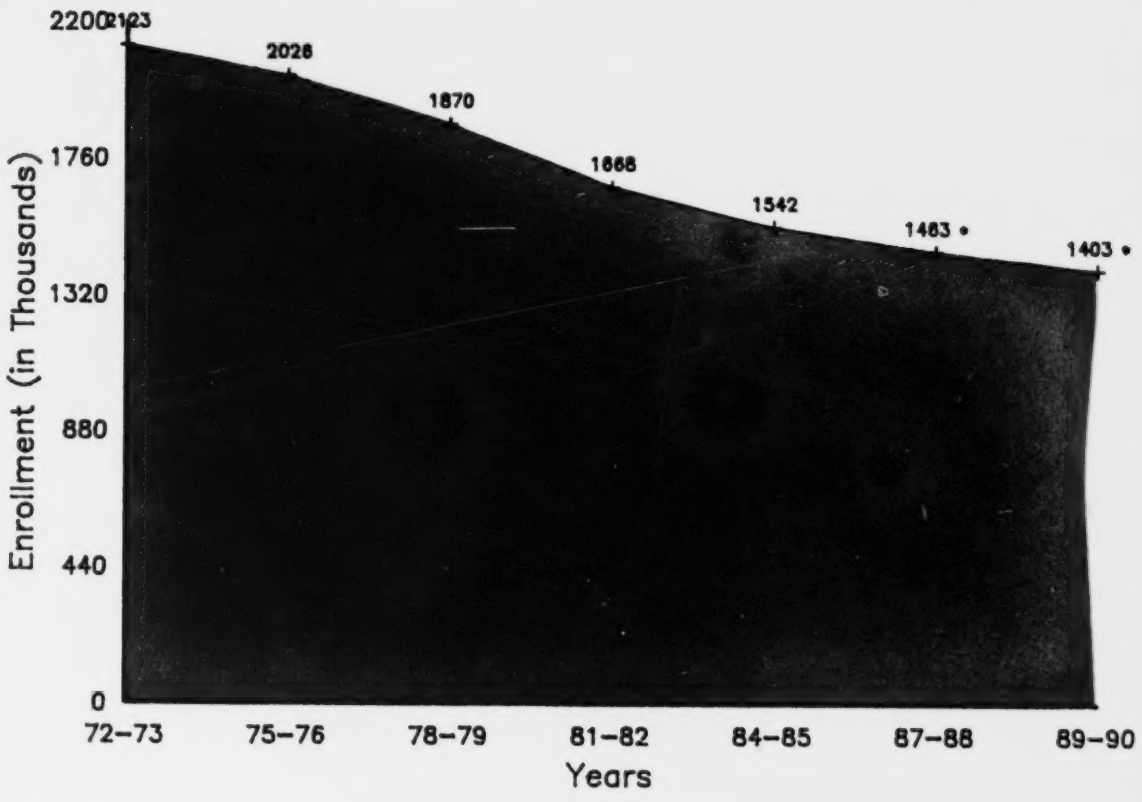



FIGURE A-1

Public school enrollments in Michigan have experienced a steady decline since 1972-73, and are expected to continue the trend during the present decade.

In 1972-73 public schools in Michigan enrolled a total of 2,123,497 students in grades K-12. However, in 1984-85 the total enrollment was reduced to 1,542,257. The public school enrollments in Michigan decreased by approximately 581,000 or 27% during the twelve year period of 1972-73 through 1984-85.

Projected data indicate that Michigan's public school enrollments will continue to decline at a slower rate for the remainder of the 1980's.

* Stanley Hecker and Frederick Ignatovich, Michigan Total and Public Enrollment Projections Based on 1977-78 through 1984-85 Membership Data, College of Education, Michigan State University, October, 1985.

# K-12 STUDENT RACIAL-ETHNIC DISTRIBUTION

**1984-85**

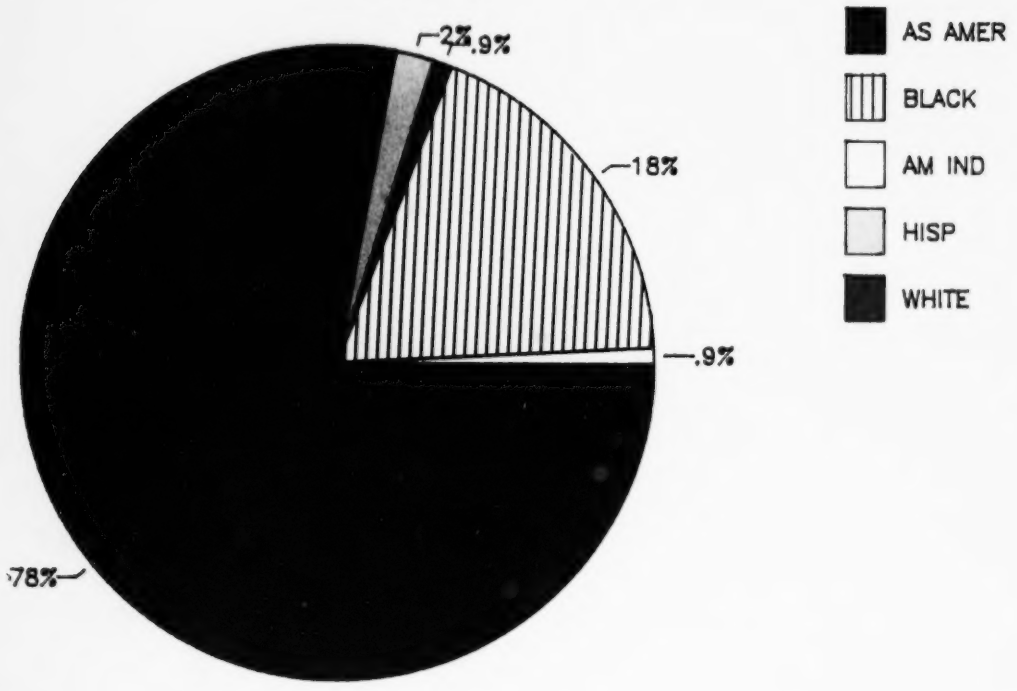



FIGURE A-2

Over a ten year period, 1974-84, the following changes have occurred:

- Total students have decreased by 491,945 or 23%.
- White students have decreased by 495,862 or 28%
- American Indian students have increased by 3,765 or 36%.
- Asian Americans have increased by 8,663 or 148%.
- Hispanic students have decreased by 467 or 1%.
- Black students have decreased by 8,Ø44 or 3%.

# HIGH SCHOOL GRADUATION CREDITS

## English, 1985–86

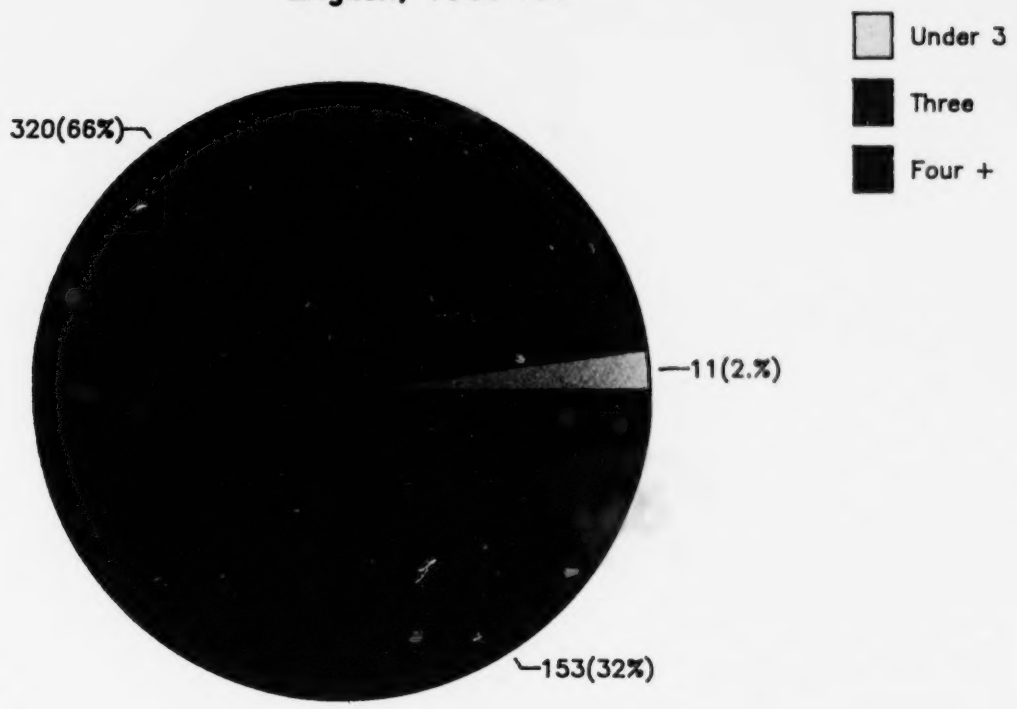



FIGURE A-3

One-third (32%) of the 484 reporting districts require all students to complete 4 or more credits in Communication Skills, as recommended by the State Board of Education in the Blueprint for Action. Two-thirds (68%) of the reporting districts require less than the State Board recommended number of credits.

There has been little change in this pattern from the previous year (1984-85). However, several districts have reported increases in Communication Skills requirements for students graduating in 1988-89. For 1988-89, almost half of the reporting districts will require at least 4 credits of Communication Skills.

# HIGH SCHOOL GRADUATION CREDITS

## Mathematics, 1985–86

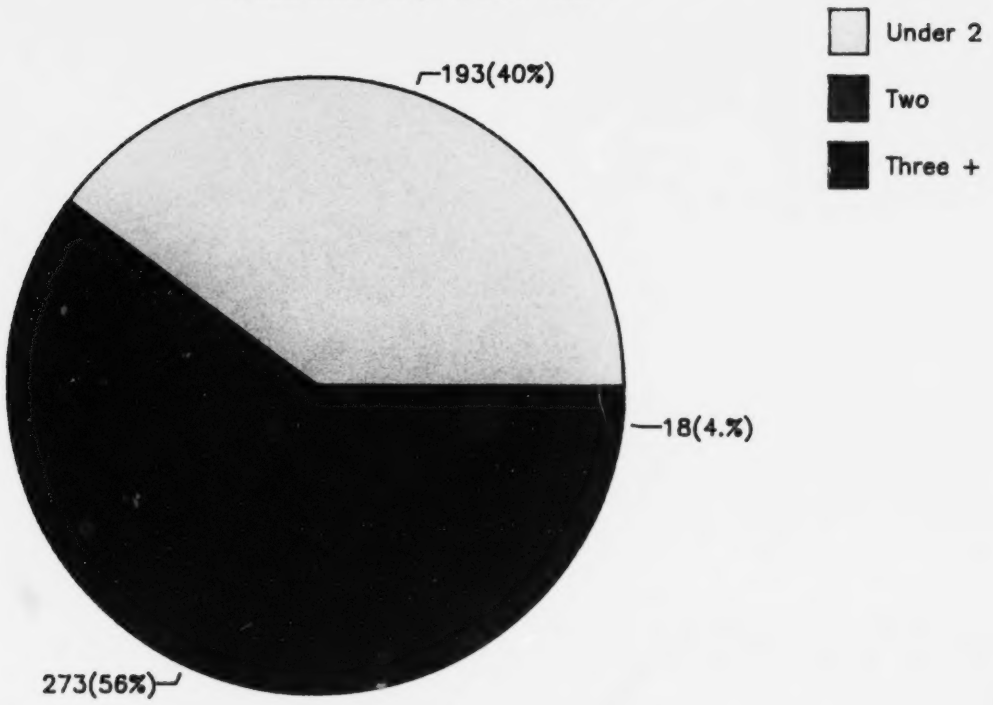



FIGURE A-4

Sixty percent (60%) of the 484 reporting districts require all students to complete 2 or more credits in mathematics, as recommended by the State Board of Education in the Blueprint for Action. Forty percent (40%) of the reporting districts require less than the State Board recommended number of credits.

There has been little change in this pattern from the previous year (1984-85). However, several districts have reported increases in mathematics requirements for students graduating in 1988-89. For 1988-89, about eighty percent (80%) of the reporting districts will require at least 2 credits in mathematics.

# HIGH SCHOOL GRADUATION CREDITS

## Science, 1985–86

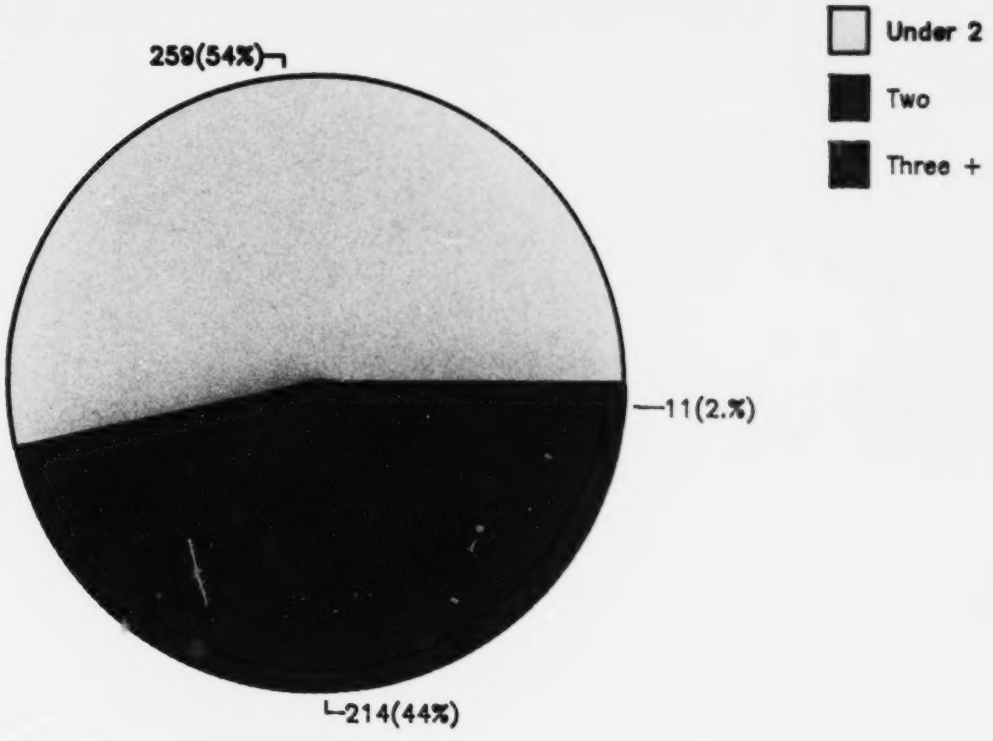



FIGURE A-5

Less than half (46%) of the 484 reporting districts require all students to complete 2 or more credits in science, as recommended by the State Board of Education in the Blueprint for Action. A slim majority (54%) of the districts require less than the State Board recommended number of credits.

There has been little change in this pattern from the previous year (1984-85). However, several districts have reported an increase in science requirements for students graduating in 1988-89. For 1988-89, seventy percent (70%) of the reporting districts will require at least 2 credits of science.

# HIGH SCHOOL GRADUATION CREDITS

## Social Sciences, 1985–86

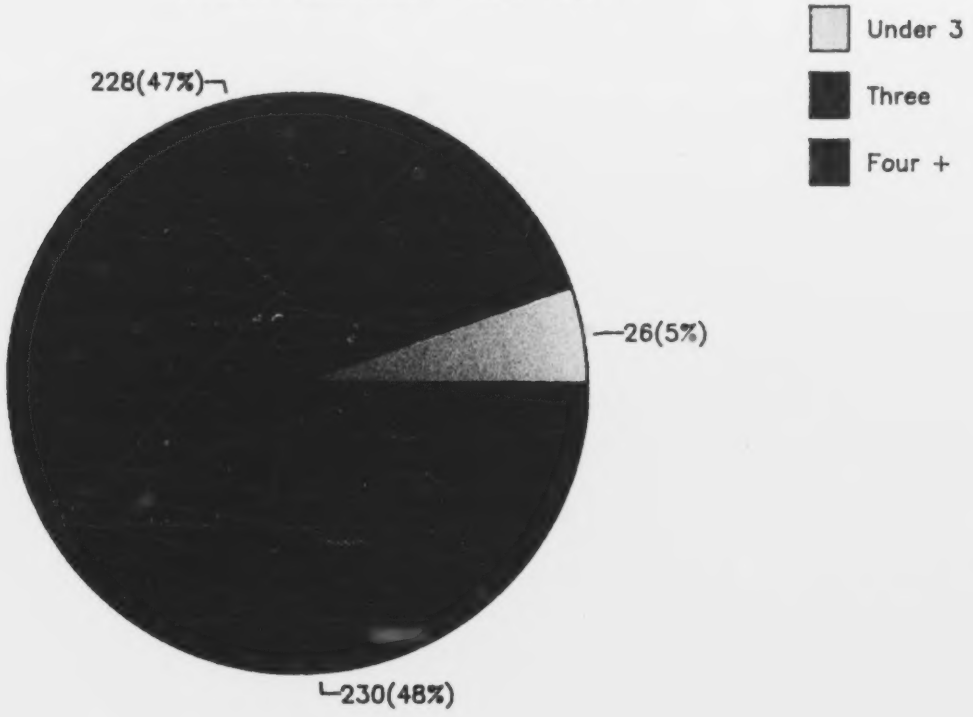
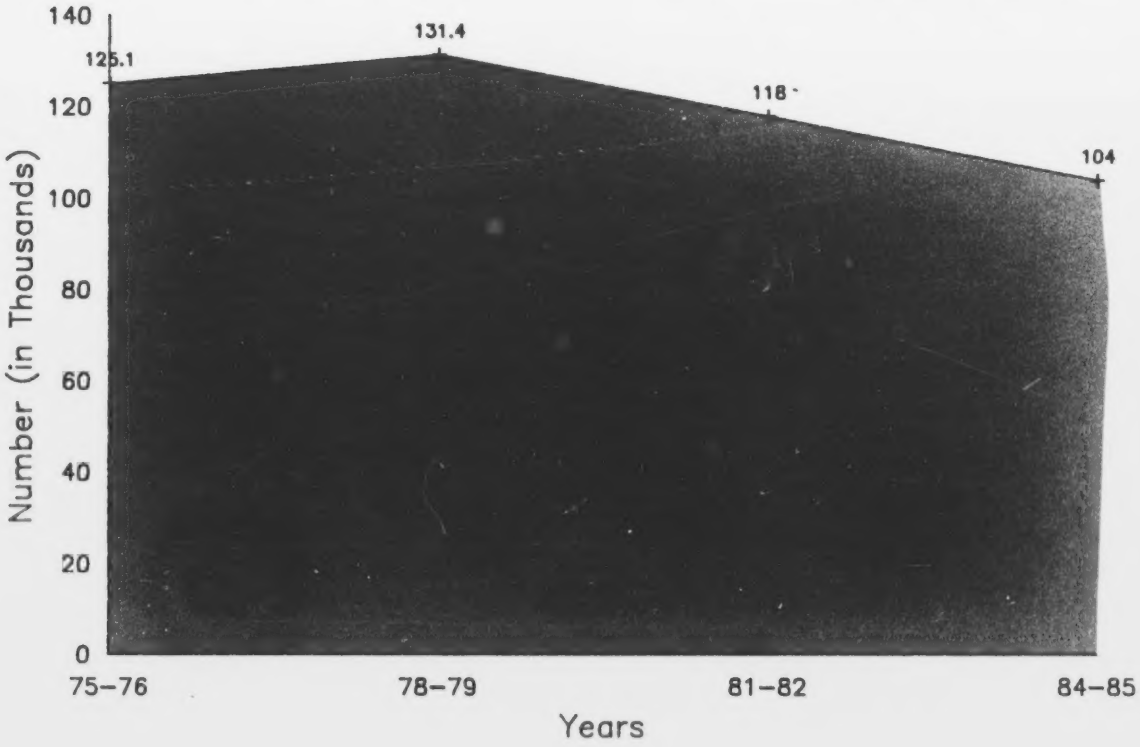



FIGURE A-6

Nearly one-half (48%) of the 484 reporting districts require all students to complete 4 or more years of social science, as recommended by the State Board of Education in the Blueprint for Action. Another 47% of the reporting districts require three credits of social sciences. Five percent (5%) of the reporting districts require less than the State Board recommended number of credits.

There has been little change in this pattern from the previous year (1984-85). However, several districts have reported increases in social science requirements for students graduating in 1988-89. For 1988-89, about seventy percent (70%) of the reporting districts will require at least 3 credits of social science.

# VOCATIONAL EDUCATION STUDENTS*
## (Grades 9–12)




* Students enrolled in Wage Earning Vocational Education Programs.

FIGURE A-7

The number of secondary vocational students reached a peak of 131,350 in the 1978-79 school year. From then to (1984-85), there have been slight annual declines. This trend is consistent with Michigan's total secondary population. Approximately 40% of Michigan's secondary student population is now served each year in vocational education programs.

# SPECIAL EDUCATION STUDENTS

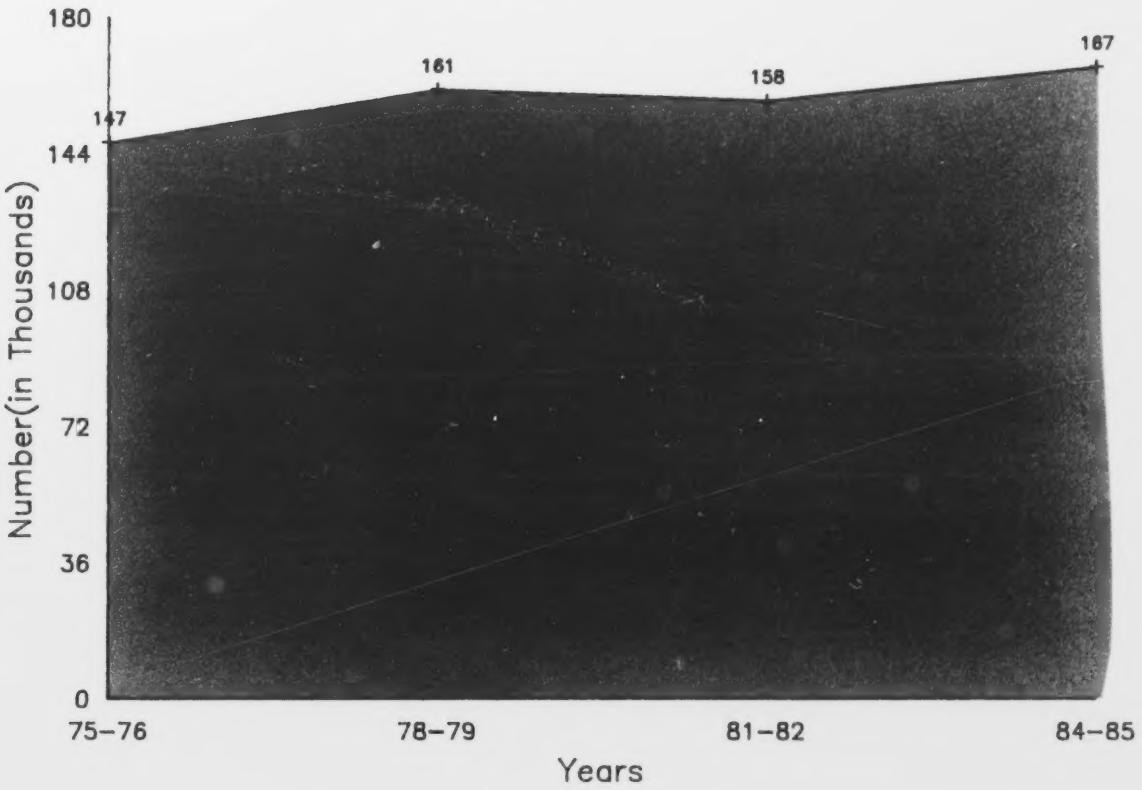



FIGURE A-8

This figure includes the number of eligible handicapped students served by local and intermediate districts as well as handicapped students served in nonpublic schools under the Auxiliary Services Act.

The number of handicapped children has been increasing at a rate of approximately 2,000 per year over the past ten years. During the last two or three years the number has begun to level off. It is expected that the number will stabilize for the next two or three years at approximately 168,000 students.

While the number of students in special education has been increasing over the past ten years, there has been a decline in the K-12 enrollment in the public schools. As a result, the percent of pupils receiving special education programs and services has increased from approximately 7% in 1975-76 to approximately 11% of the K-12 school population in the 1984-85 school year.

# TYPES OF SPECIAL EDUCATION STUDENTS
## 1984-85

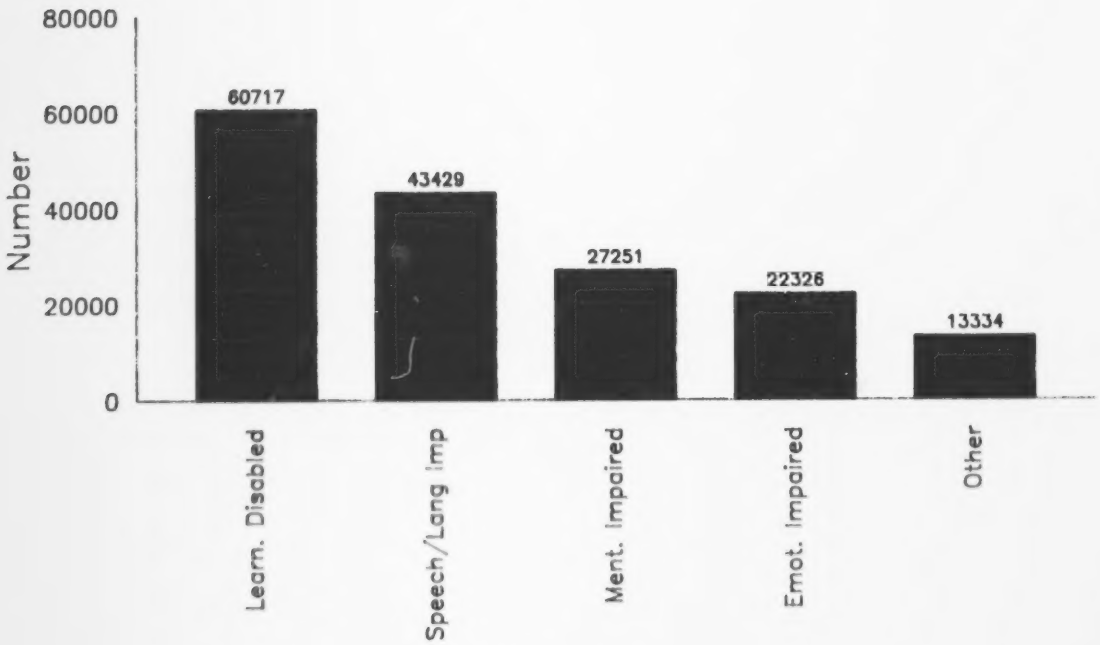



FIGURE A-9

Michigan's school districts provide special education programs and services to handicapped children ages 0 to 26 or until they graduate. Students are presently eligible under twelve disability categories. Data on the number of students served in each category are reflected in the above chart.

The largest disability category is the learning disabled with 36% of the special education students. It is followed by children whose primary disability is the speech and language impediment (20%). Programs serving the mentally impaired make up approximately 16 percent of the total special education population. This includes 16,904 educable mentally impaired, 7,352 trainable mentally impaired, and 2,995 severely mentally impaired. The emotionally impaired represents 13 percent of students receiving special education programs and services. The remainder of students who are eligible are either autistic impaired, hearing impaired, vision impaired, physically and otherwise health impaired, or children ages 0 through 5 as pre-primary impaired. This group represents 8 percent of the special education population.

The type and duration of service provided for each handicapped student is determined on an individual basis based on each student's needs. There is a broad range of support services that include school psychology and social work services, teacher consultant service, curriculum resource consultants, occupational and physical therapists, and specialists who provide mobility training for the blind.

# FEDERAL COMPENSATORY EDUCATION STUDENTS

## (Chapter I)

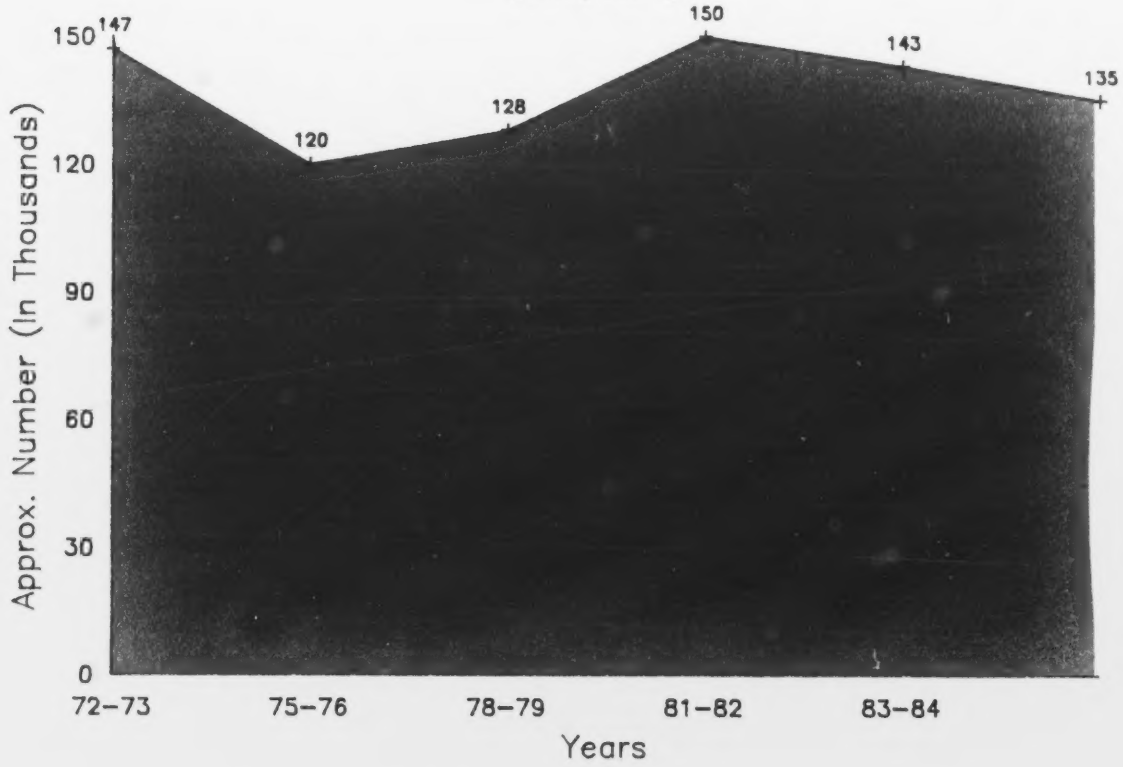



FIGURE A-10

The Federal Compensatory Education Program (Chapter 1) was designed to provide supplemental basic skills services for academic underachievers in schools impacted with low income students.

The number of Michigan students served has increased from a low of 120,000 in 1972 to a peak of 150,000 in 1978. The numbers served are on a decline because of diminishing funding.

# STATE COMPENSATORY EDUCATION STUDENTS
## (Article 3)

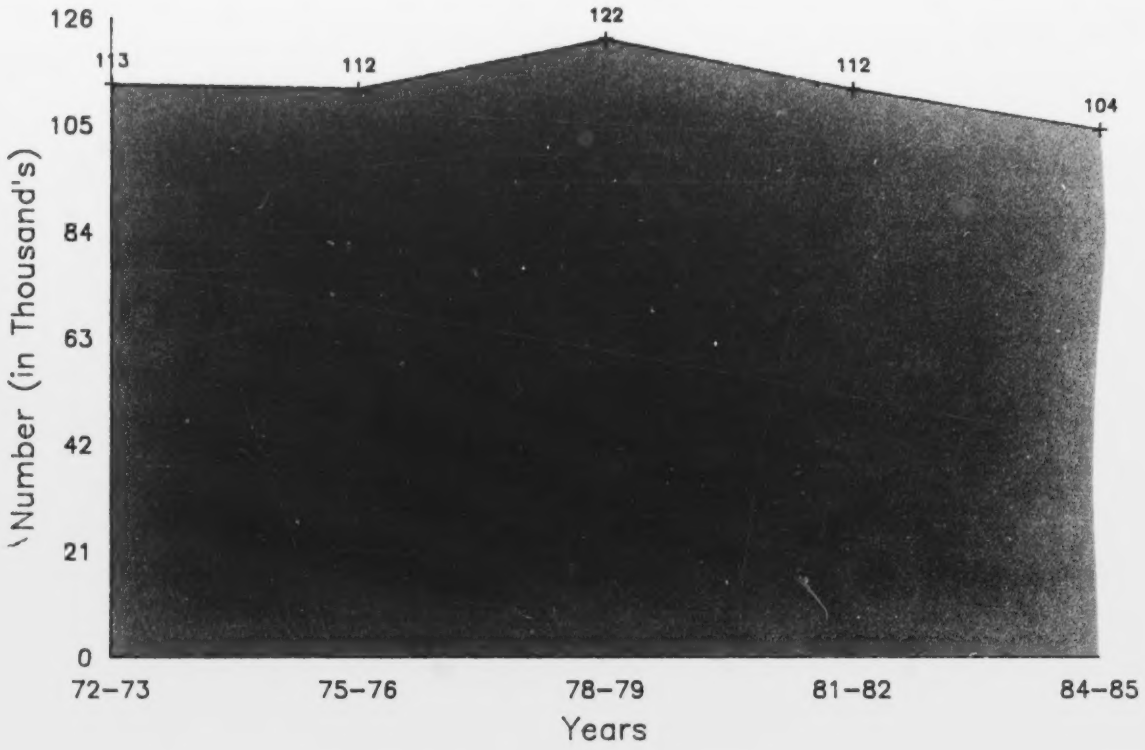
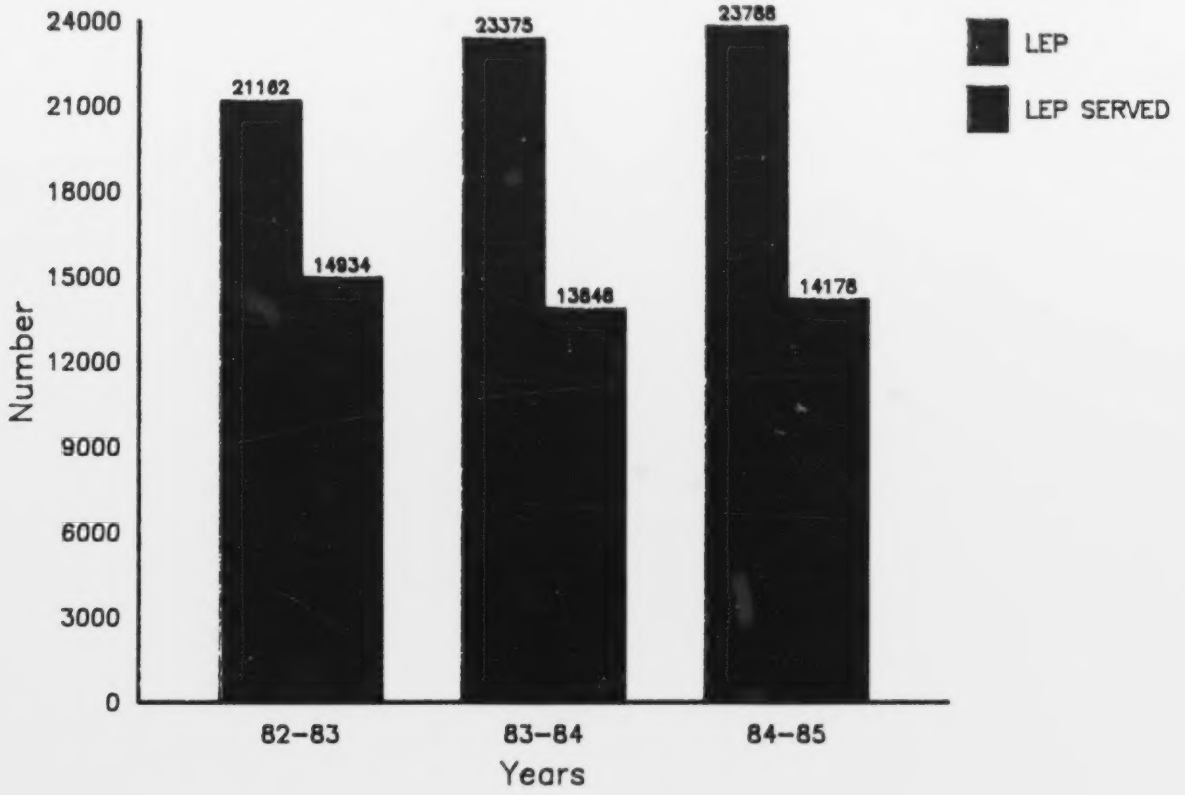



FIGURE A-11

The State Compensatory Education Program was designed to provide supplemental aid to districts with the greatest academic needs. The steady rise in academic achievement in the state has resulted in changes in the selection criteria for the program. In 1972 selection was based on 15% of the district's K-6 enrollment scoring at the 15th percentile or lower as measured by the state wide assessment. In 1975 this was changed to enrollment achieving 40% or less of the objectives, to 45% in 1981, 47% in 1982 and 55% in 1984. During the same period the range of services was extended from K-6 to K-9.

The above table indicates that the number of students served has been fairly consistent except for 1978-79 and 1984-85. In 1978-79 the appropriation reached an all time high of $30.7 million. (The 1984-85 appropriation was $23.075 million.)

# STUDENTS WITH LIMITED ENGLISH PROFICIENCY




iURE A-12

The increase in the number of students with limited English proficiency is due to more accurate accounting at the local district level and increased immigration from the Middle East and Southeast Asia. In fact, Michigan has the largest Arabic-speaking population anywhere in the world outside of the Middle East. It is expected that the number of students with limited English proficiency in the state will continue to grow.

The state-funded Bilingual Education programs provide services to those students who score below the 40th percentile on English proficiency tests. Not all school districts with students of limited English proficiency apply for state bilingual funding; many such districts use local funds to provide instruction for these students.

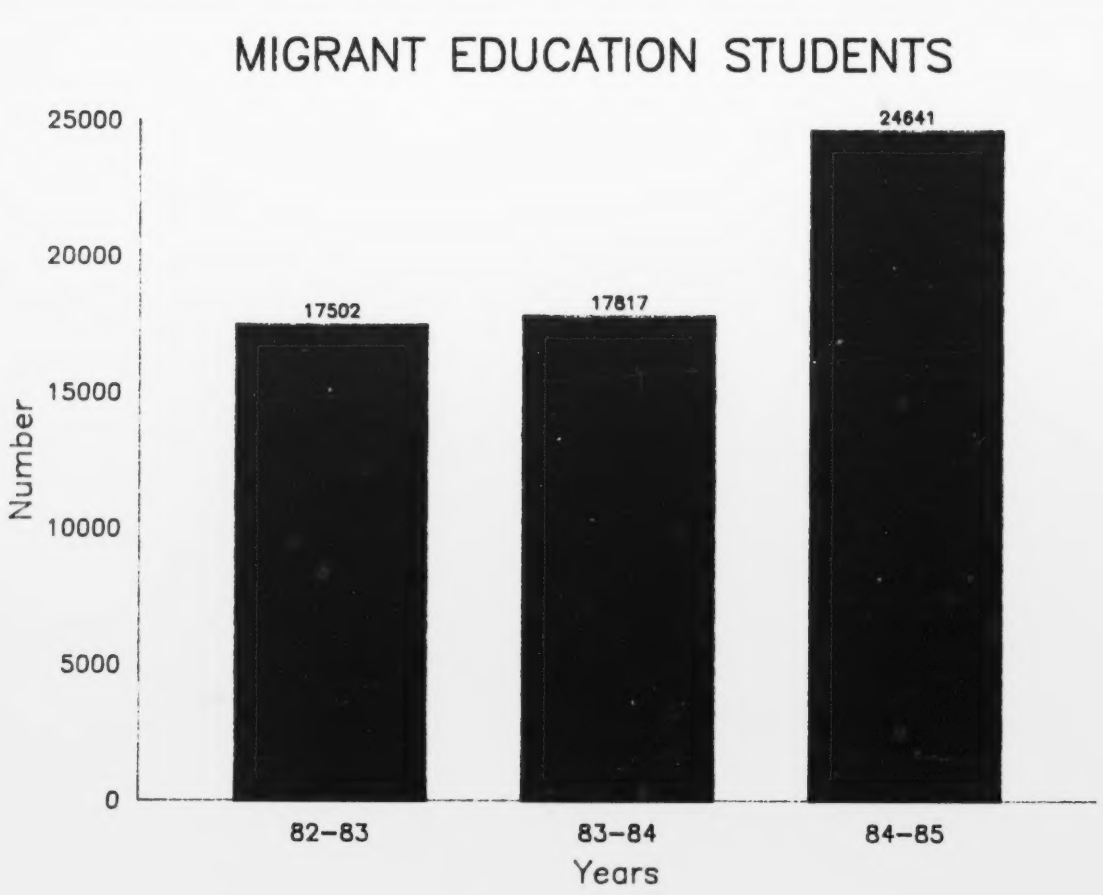



FIGURE A-13

There has been a significant increase in the number of students enrolled in Migrant Education programs over the last three years because of an increase of migrant workers in the state. The total number of migrant workers in Michigan is the fifth largest in the nation. Students served through this program increased by over 7,000 from 1982-83 to 1984-85. The major reason for this increase is attributed to better identification of eligible students and this trend is expected to continue. In 1984-85, eighty-five percent (85%) of these students were Spanish-speaking.

# GIFTED/TALENTED STUDENTS
## (M.S.B.E. Arts/Science)

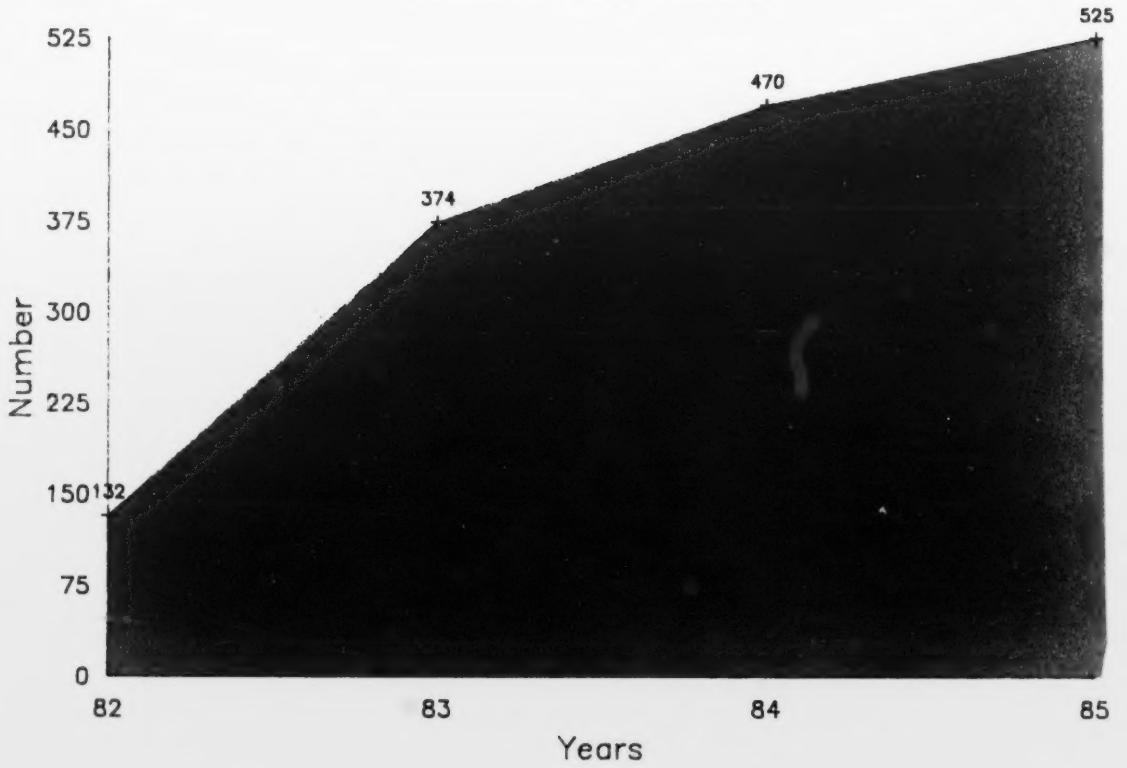



FIGURE A-14

The Michigan State Board of Education sponsored the first Summer Institute for the Arts and Sciences in 1982. Over 130 10th and 11th grade students with exceptional abilities in the arts and sciences participated in a two-week residential academic and enrichment program. The project was funded by parents, local and intermediate school districts, and corporate foundations. The success of the institute led to expansion to three sites with 374 students in 1983. The funding sources remained the same. In 1984, the Legislature appropriated $200,000 in the State Aid Act for the institutes to allow 470 students to participate at five sites with students paying a minimum registration fee.

Trends related to the data suggest that more students will be served if state funding increases.

# STATEWIDE DROPOUT RATE

## Grades 9–12

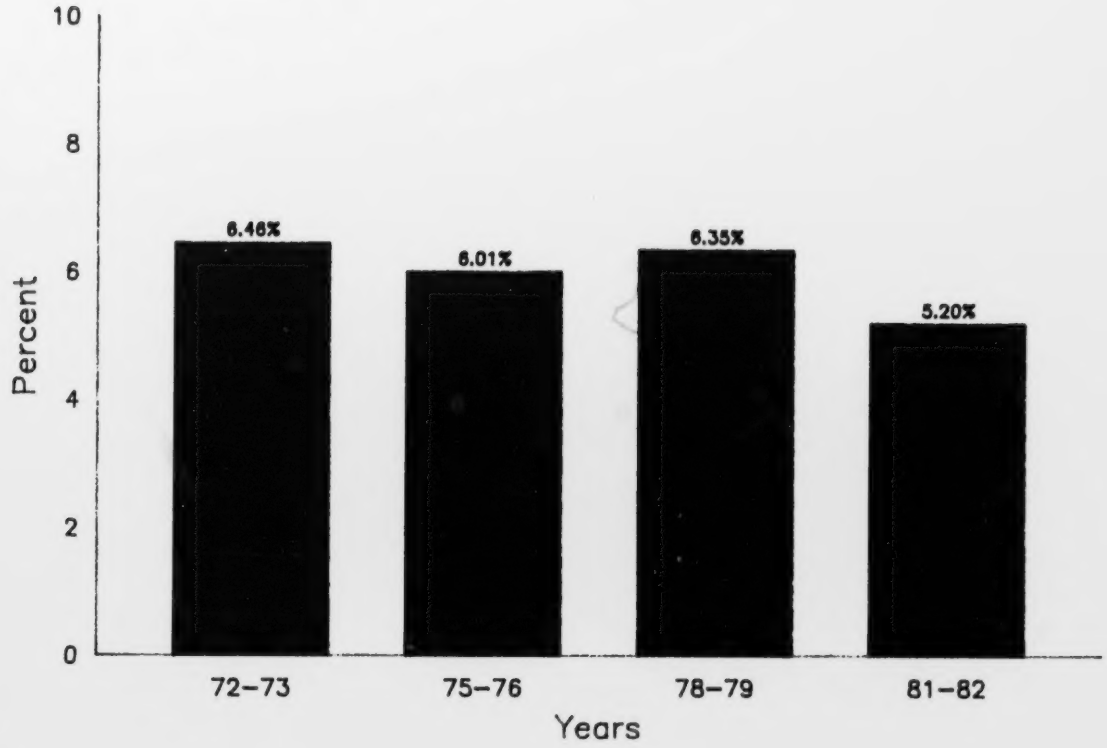



FIGURE A-15

The statewide annual public dropout rates in grades 9-12 fluctuated between 5% to 6% throughout the ten-year period of 1972-73 through 1981-82. Approximately 24% of Michigan public school students entering the 9th grade do not complete their high school education

The dropout rates, however, vary greatly among school districts; for example, in 1981-82 the dropout rates for 529 districts ranged from 0% to 15%.

School dropouts may be prevented from realizing their future educational and occupational goals. School districts with high dropout rates should study the dropout problem and implement appropriate preventive and corrective programs in cooperation with the home and social agencies.

# STATE DROPOUT RATES

## Racial–Ethnic (Grades 9–12), 1981–82

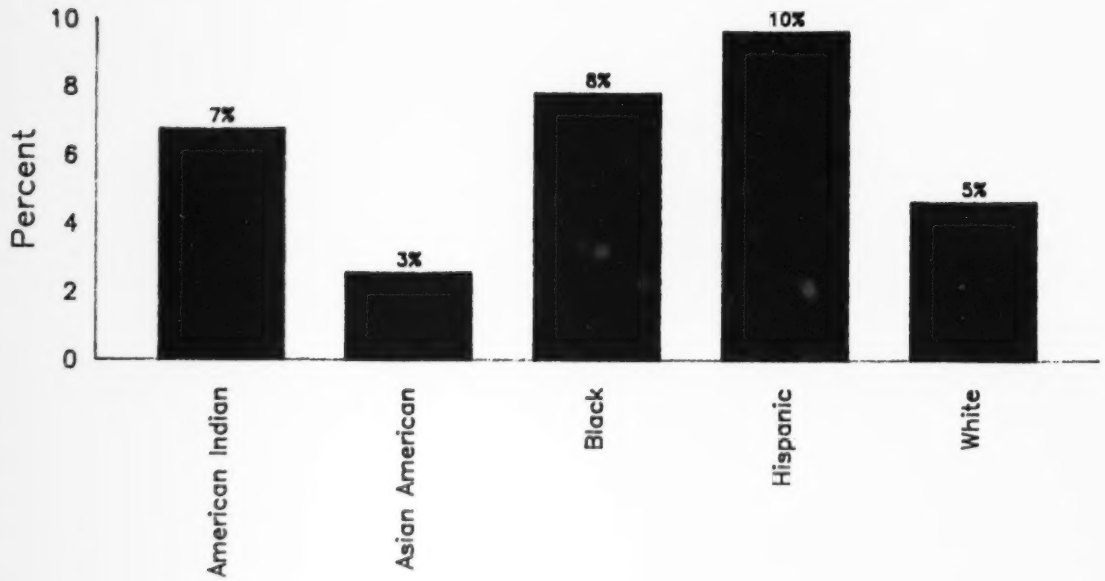



FIGURE A-16

The dropout rates in grades 9-12 differ substantially among five racial-ethnic groups; i.e., American Indian, Asian American, Black, Hispanic, and White student groups. For example, in 1981-82 the statewide dropout rate for Asian-American students was 3% and the rate for Hispanic students was 10%.

During the period of 1976-77 through 1981-82, the annual dropout rates for Black and Hispanic students were consistently higher than the rates for other racial-ethnic groups. The data suggest that in addressing the dropout problem educators should be sensitive to the unique cultural, economic and social background/ influences of different racial-ethnic groups which may be related to the higher incidences of high school dropouts.

# ADULT BASIC & SECONDARY EDUCATION

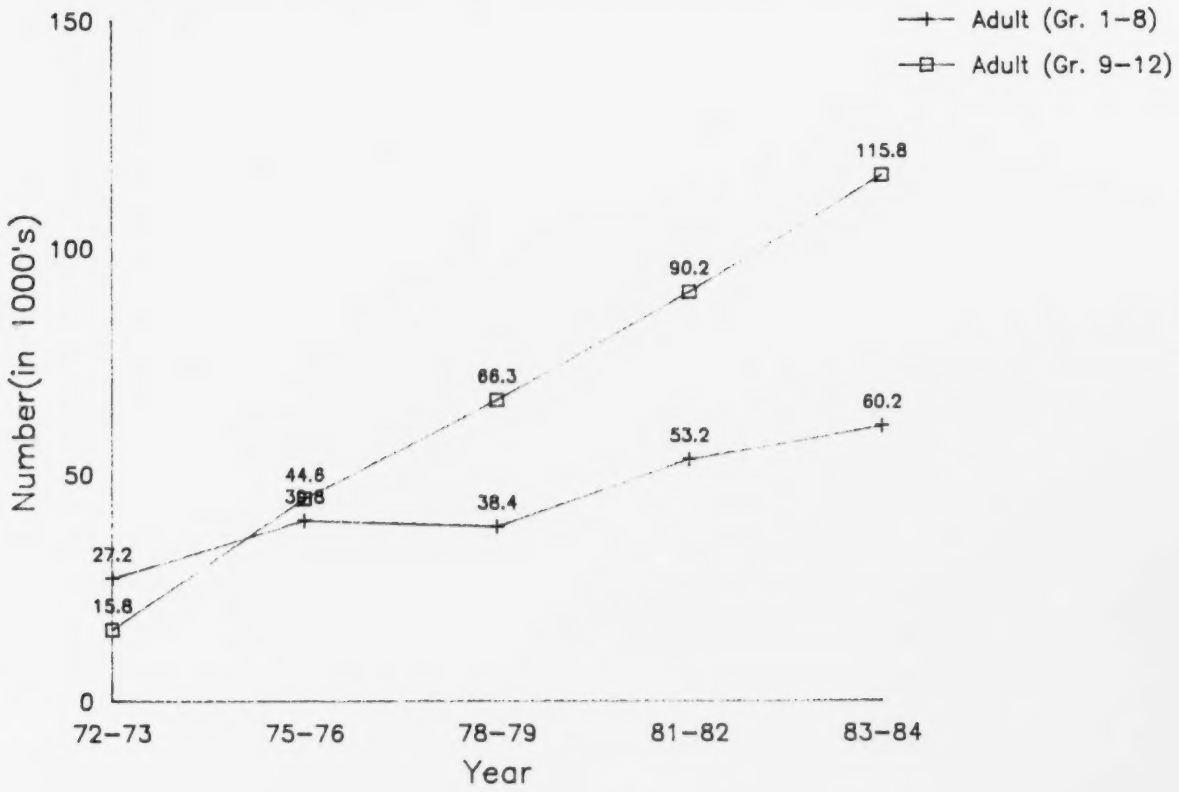



FIGURE A-17

There has been a constant growth in adult education at all levels for several years. This trend will undoubtly continue due to the demand for a better trained work force and societal recognition of the need for education. State support for adult education has been extensive and is expected to continue into the future.

# K-12 NONPUBLIC SCHOOL ENROLLMENT

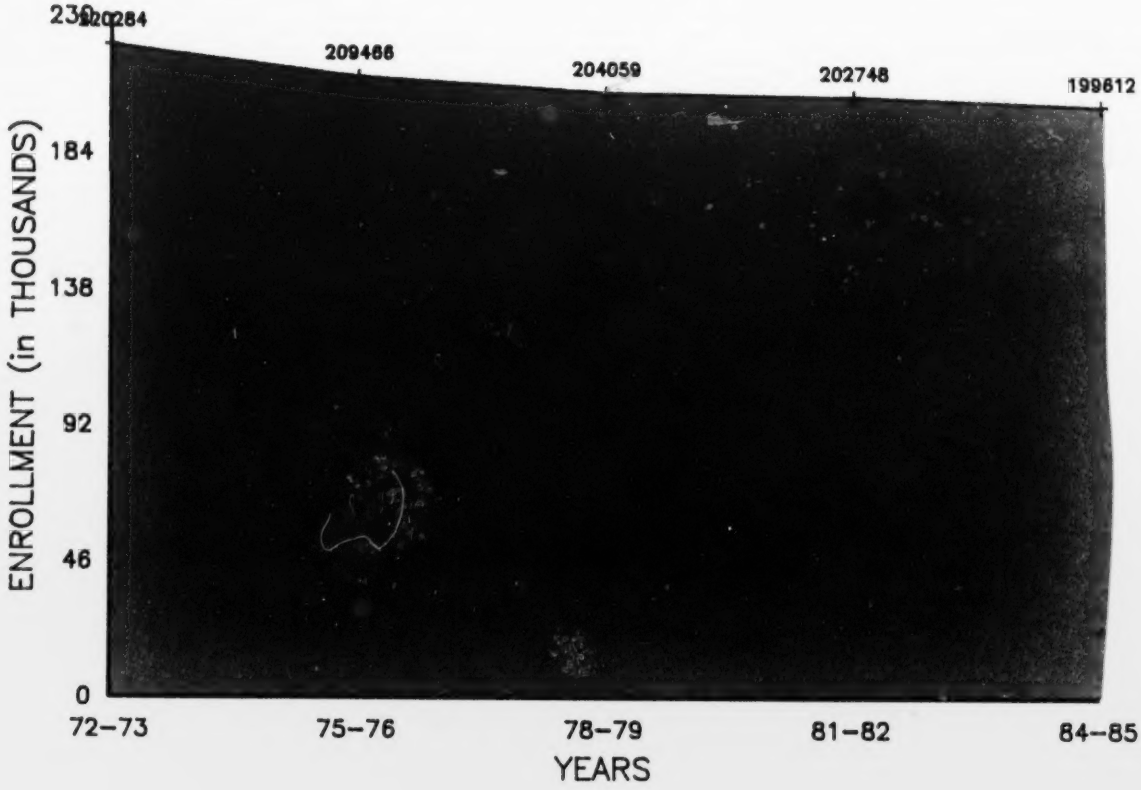



FIGURE A-18

The nonpublic school enrollment in Michigan declined 9.4% from 220,284 in 1972-73 to 199,612 in 1984-85. The decline represents 20,672 students. These figures are based on reports submitted to the Department of Education by nonpublic schools. However, the decrease in students is not as great as indicated because in 1984-85 208 nonpublic schools out of the total of 1,173 or about 18% did not submit an enrollment report. In 1972-73 the response rate to the Department's data request was 100%.

# NONPUBLIC SCHOOL ENROLLMENT

## As Percent of Total Enrollment

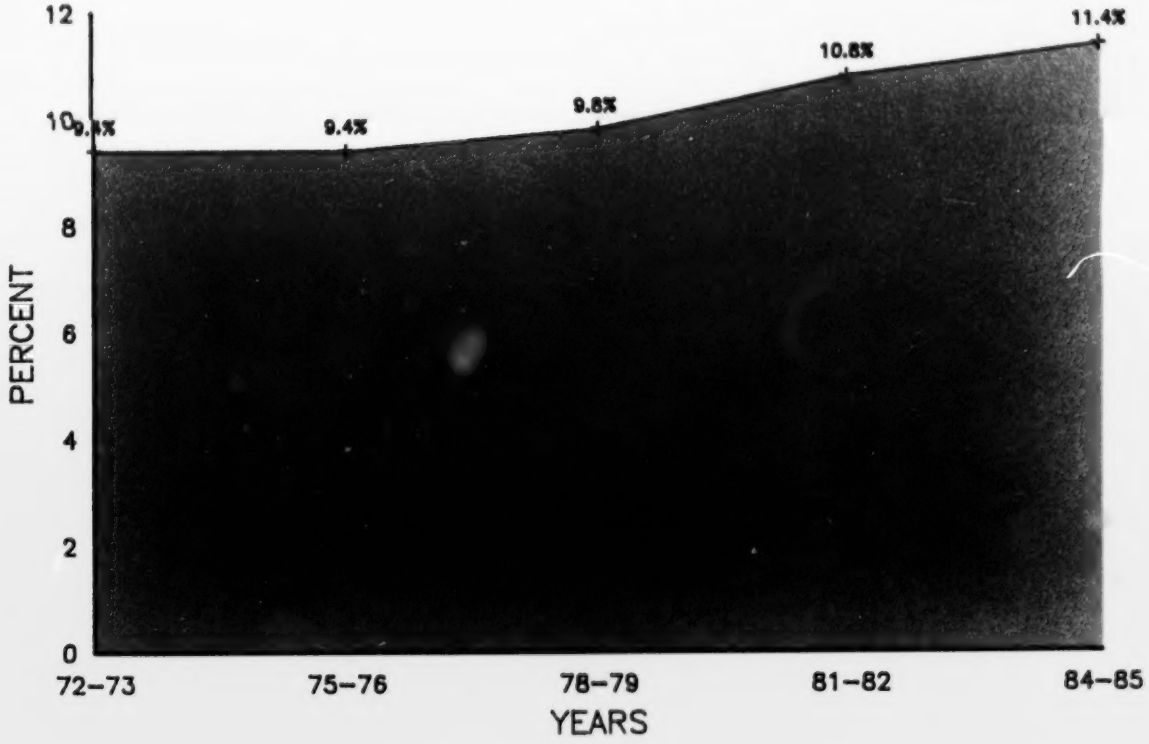



FIGURE A-19

The percent of K-12 nonpublic school enrollment of the total K-12 school enrollment increased 2% from 9.4% in 1972-73 to 11.4% in 1984-85.

Approximately 90% of Michigan's students in grades K-12 are in public schools; however, the proportion of nonpublic students has been increasing slowly in recent years.

# B. OUTCOMES

# MATH ACHIEVEMENT – MEAP SCORES

## 1981–82 and 1984–85 (Highest Level)

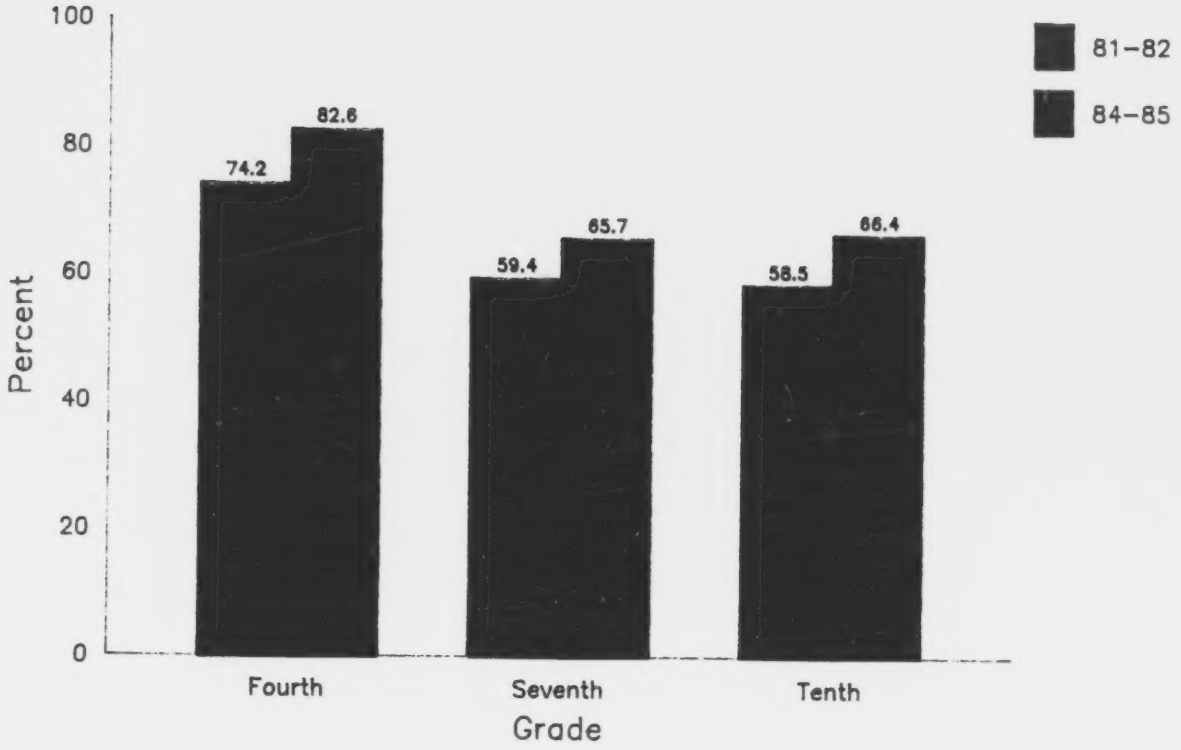



FIGURE B-1

These graphs show the percent of students that attained at least 75% of the Mathematics objectives measured by the Michigan Educational Assessment Program (MEAP) for the years shown. At all three grades, achievement has risen steadily and to nearly the same extent. Fourth grade scores are much higher than those of seventh or tenth graders because this test is considerably easier for students at this grade level than are its counterparts.

# MATH ACHIEVEMENT – MEAP SCORES

## 1981–82 and 1984–85 (Lowest Level)

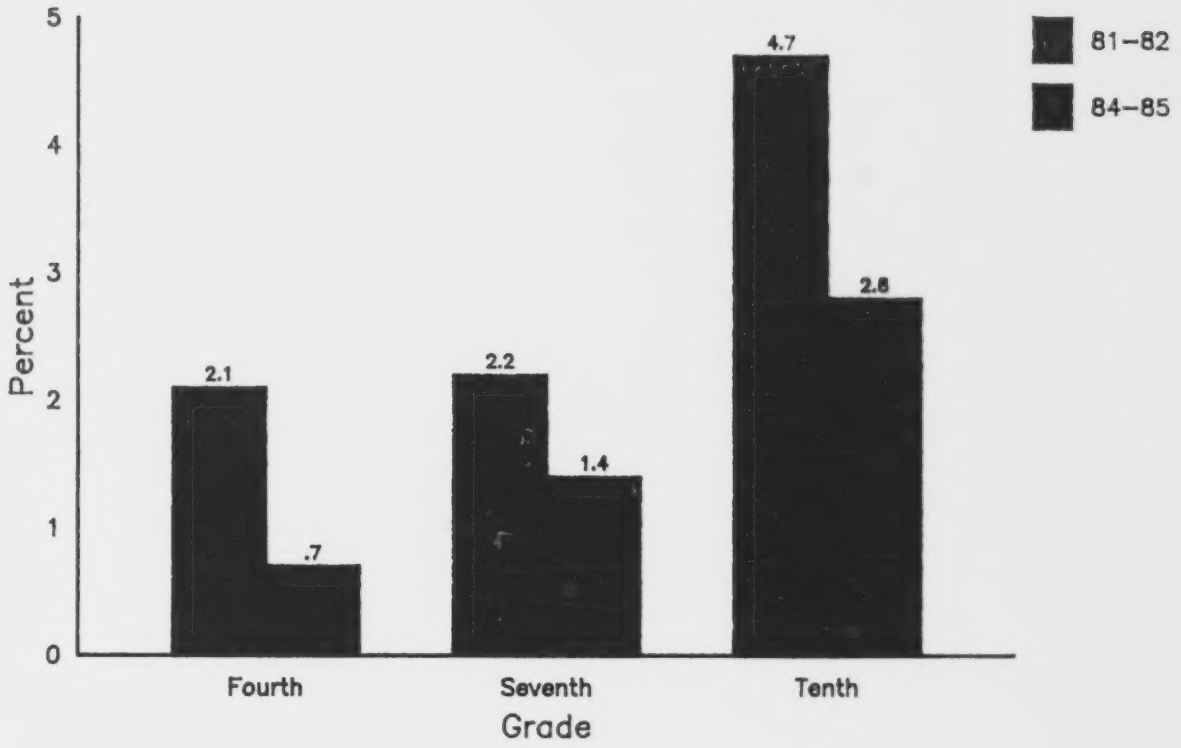



FIGURE B-2

These graphs are a corollary to those shown in B-1. They show the percent of students who attained less than 25% of the MEAP Mathematics objectives. At all three grades, fewer students each year are falling into this lowest category. The tests measure essential or minimal skills which is shown by the fact that so few students in any grade completely fail the test.

# READING ACHIEVEMENT – MEAP SCORES

## 1981–82 and 1984–85 (Highest Level)

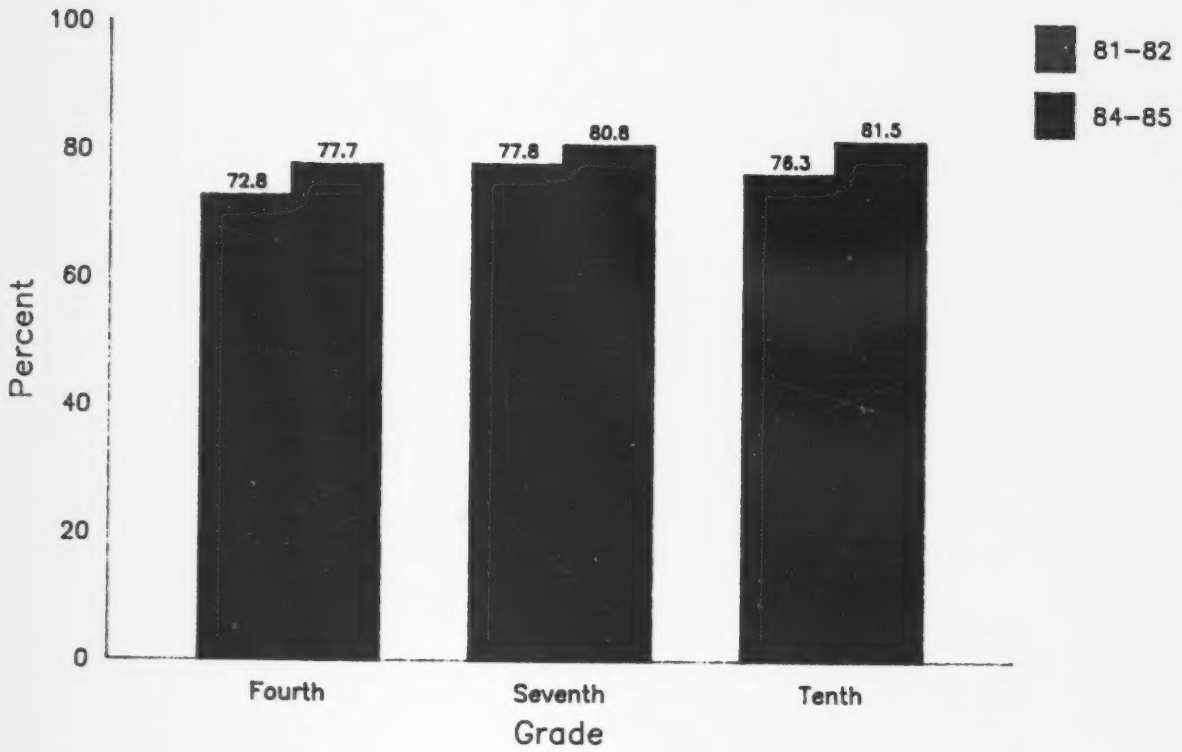



FIGURE B-3

The Reading test achievement results parallel those of Mathematics. There has been a steady increase in the percent of students attaining 75% or more of the MEAP Reading objectives at all three grades. The increase in Reading, however, is slightly lower overall than that in Mathematics. In addition, the seventh and tenth grade Reading scores are much higher than the corresponding Mathematics scores of those two grades.

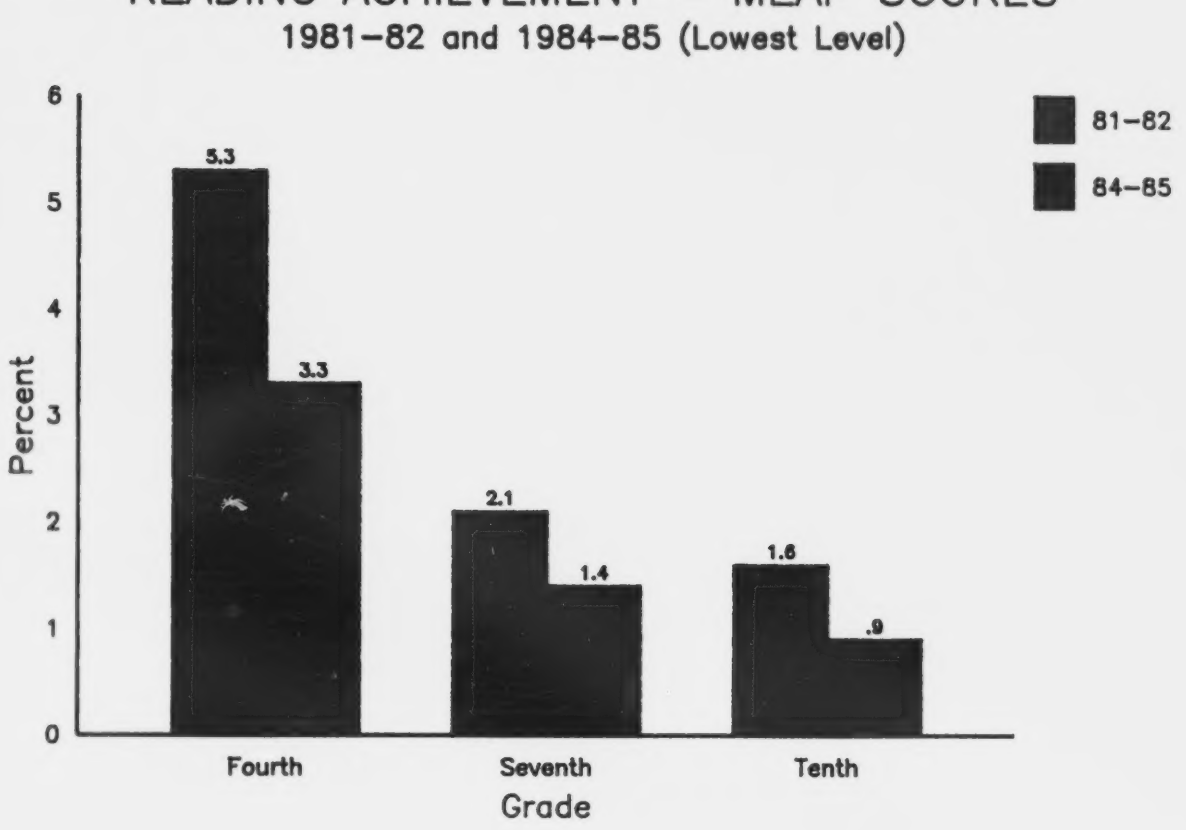



FIGURE B-4

These graphs are a corollary to those in B-3. They show the percent of students who attained less than 25% of the MEAP Reading Objectives. At all three grades, fewer students each year are falling into this lowest category. The tests measure essential or minimal skills which is shown by the fact that so few students in any grade completely fail the test.

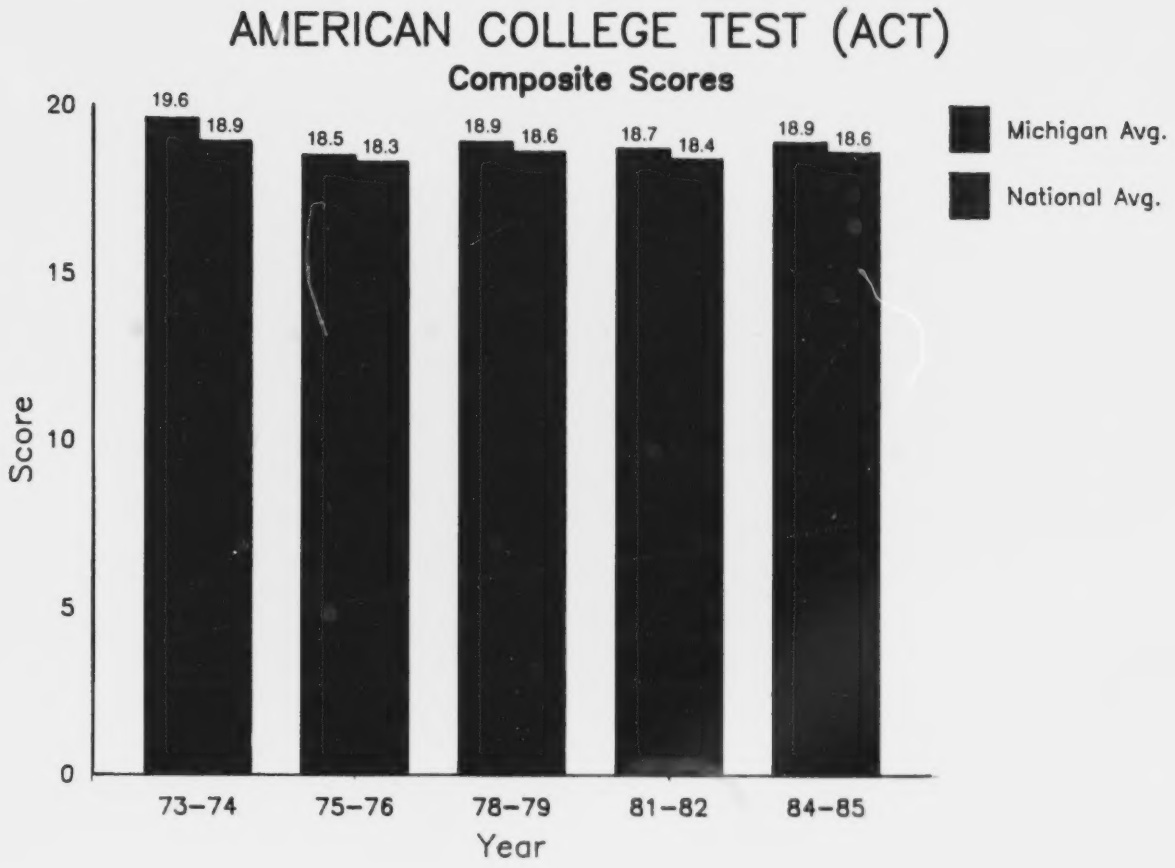



FIGURE B-5

The American College Test (ACT) is norm-referenced and scores are reported on a scale ranging from 1 to 36. The composite score is an average of four subtests: English, Mathematics, Social Studies, and Natural Sciences. Since 1973-74, Michigan students have outscored students nationally. Because the ACT test is required of students applying for financial assistance in Michigan, nearly five times as many students take the ACT test than take the Scholastic Aptitude Test (SAT). Nationally, more students take the SAT. Neither Michigan's performance nor national performance has changed much over the years reported.

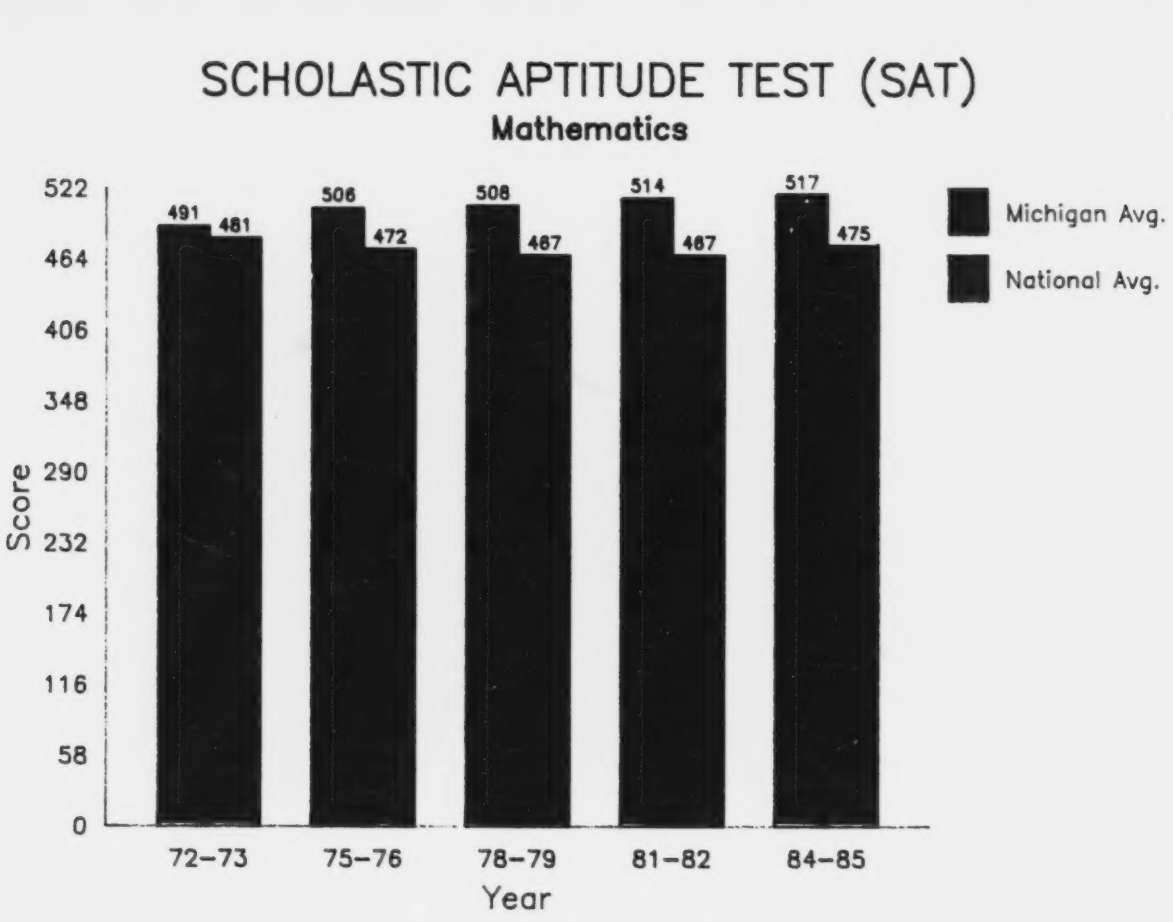



FIGURE B-6

The SAT is a norm-referenced test consisting of a Mathematics and a Verbal subtest. Scores range from 200 to 800. Michigan students have outscored the nation on the Mathematics portion of the SAT during the entire period shown. Further, the difference in scores between Michigan and the nation has grown from 10 points in 1972-73 to 42 points in 1984-85. While the trend of Michigan scores has been upward, the national trend has declined, until recently. However, since so few students in Michigan take the SAT, the ACT test is a better measure of high school student performance in Michigan.

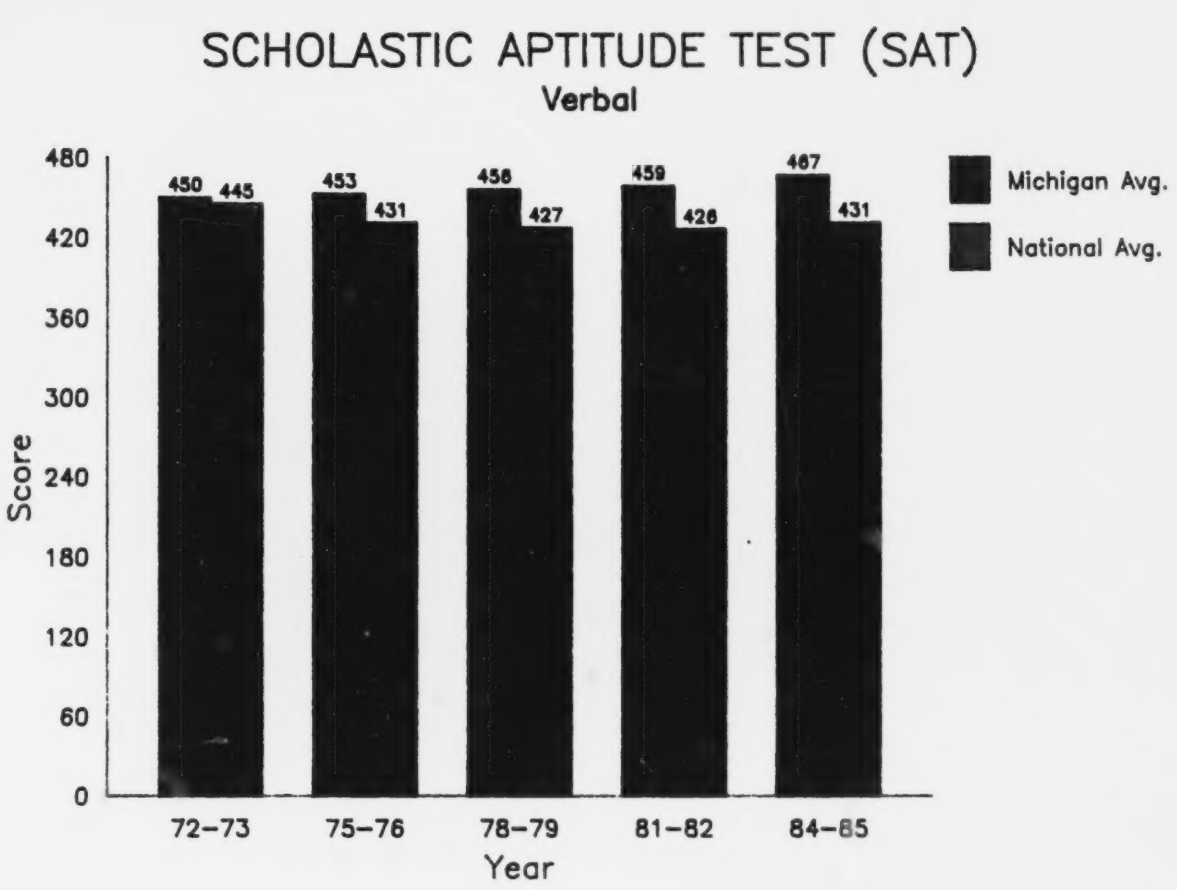



FIGURE B-7

The SAT is a norm-referenced test consisting of a Mathematics and Verbal subtest. Scores range from 200 to 800. Michigan students have outscored the nation on the Verbal portion of the SAT during the entire period shown. Further, the difference in scores between Michigan and the nation has grown from 5 points in 1972-73 to 36 points in 1984-85. While the trend of Michigan scores has been upward, the national trend has declined, until recently. However, since so few students in Michigan take the SAT, the ACT test is a better measure of high school student performance in Michigan.

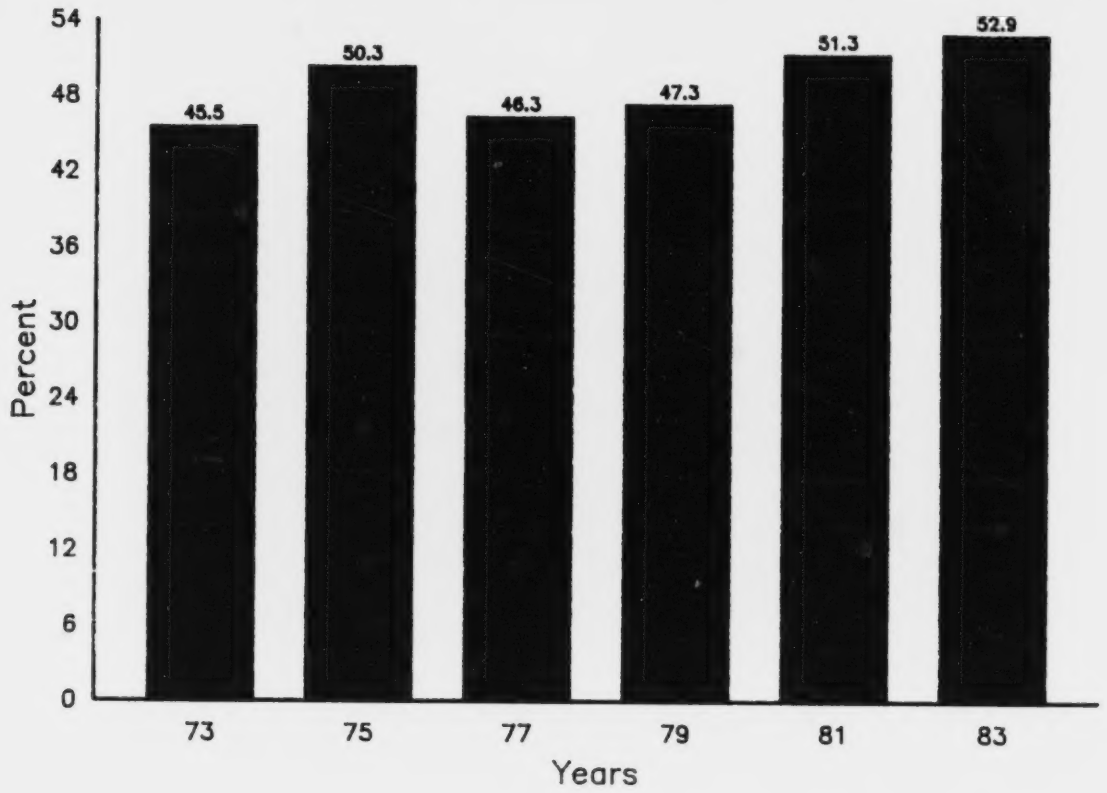



FIGURE B-8

The data on the percent of high school graduates enrolled in postsecondary educational institiutions for 1973 is public schools only while the others are for public and private.

The above information is collected on a voluntary basis from Michigan high schools. This survey asks each school district to identify the number of diplomas granted during the preceding calendar year and indicate the number of such graduates whom its records indicate went on for some form of enrollment at either a degree-granting college or university or a nondegree vocational school.

While some schools tend to have more detailed records than others, the general trend definitely shows an increasing interest and participation in postsecondary study by Michigan high school graduates. This trend is especially significant, given the problems of cost and financial aid that many of these students face as they attempt to pay for this continued education.

# GENERAL EDUCATION DEVELOPMENT (GED)

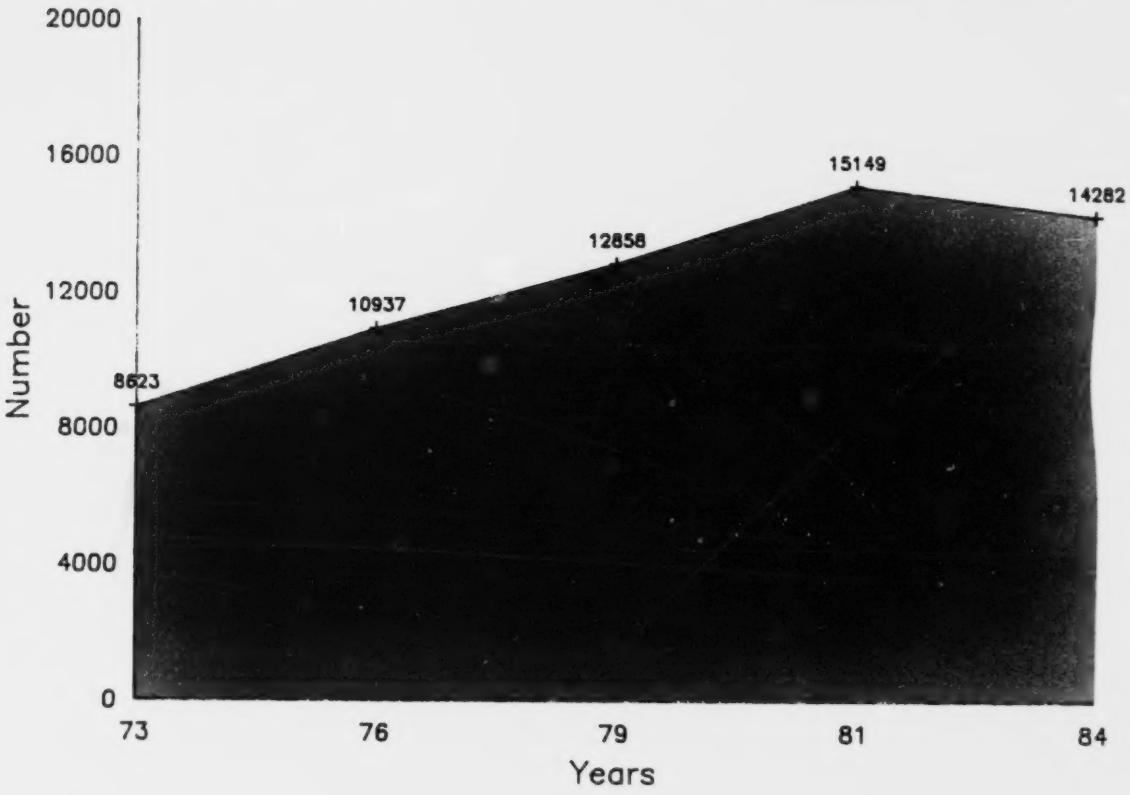
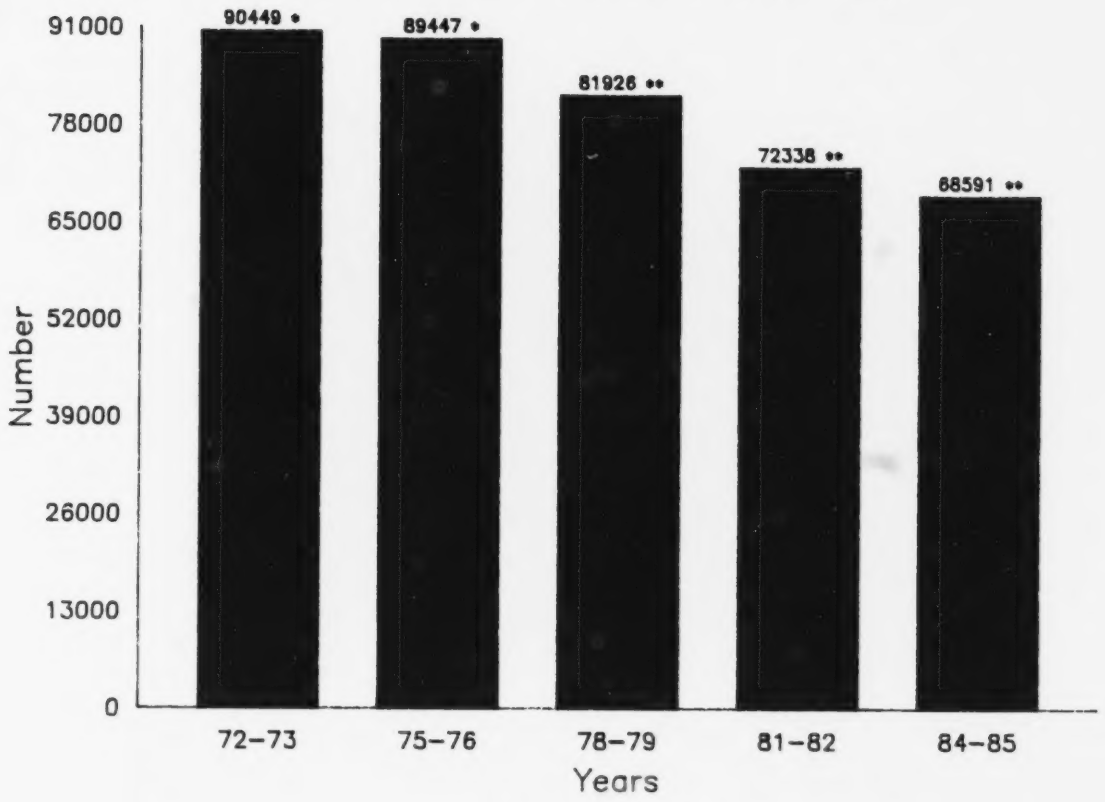



FIGURE B-9

There has been an increasing recognition of the need for a high school diploma by Michigan residents. The General Education Development (GED) certificate is used to demonstrate that an individual has achieved at least the equivalent of a high school diploma. This achievement might be for purposes of employment or further education. The number of adults receiving the GED certificate increased dramatically from 1973 to 1981 before dropping slightly in 1984.

# C. STAFF

# TEACHER DECLINE (K–12)




* Based on different data collection categories.

** Excludes prekindergarten, special education and adult/continuing education teachers.

FIGURE C-1

There has been a 24% decline in the number of full-time equivalence teachers employed by K-12 school districts since 1972-73. The greatest decline was during the period of 1975-76 through 1981-82 when many Michigan school districts faced financial hardships and a declining student population.

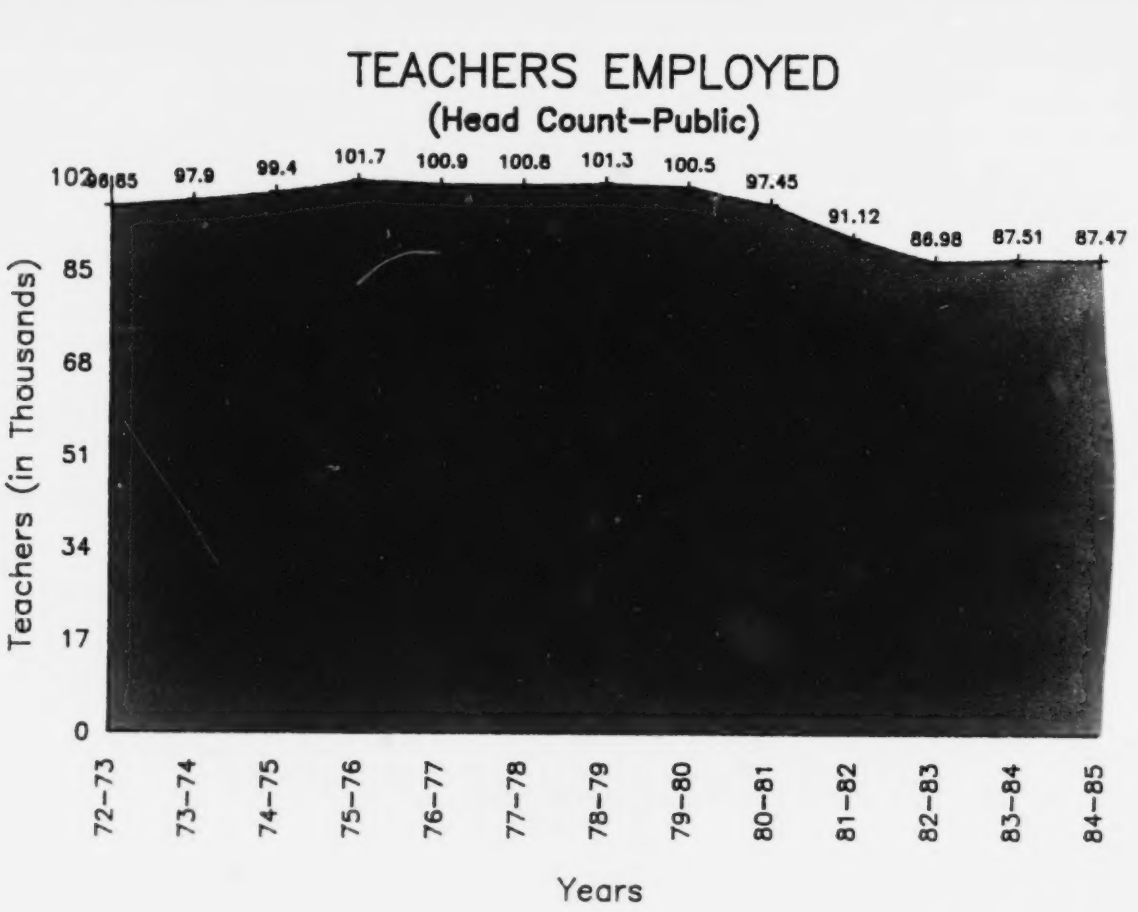



FIGURE C-2

The total number of teachers employed in Michigan public schools from 1972 through 1985 has not been stable. The high numbers of teachers were during the school years 1975-76 through 1979-80 (101,650 - 100,450). A significant decrease (12.9%) in teacher employment was noticed during the period of 1979-80 through 1984-85.

# PUBLIC SCHOOL STAFF COMPOSITION
## 1984-85

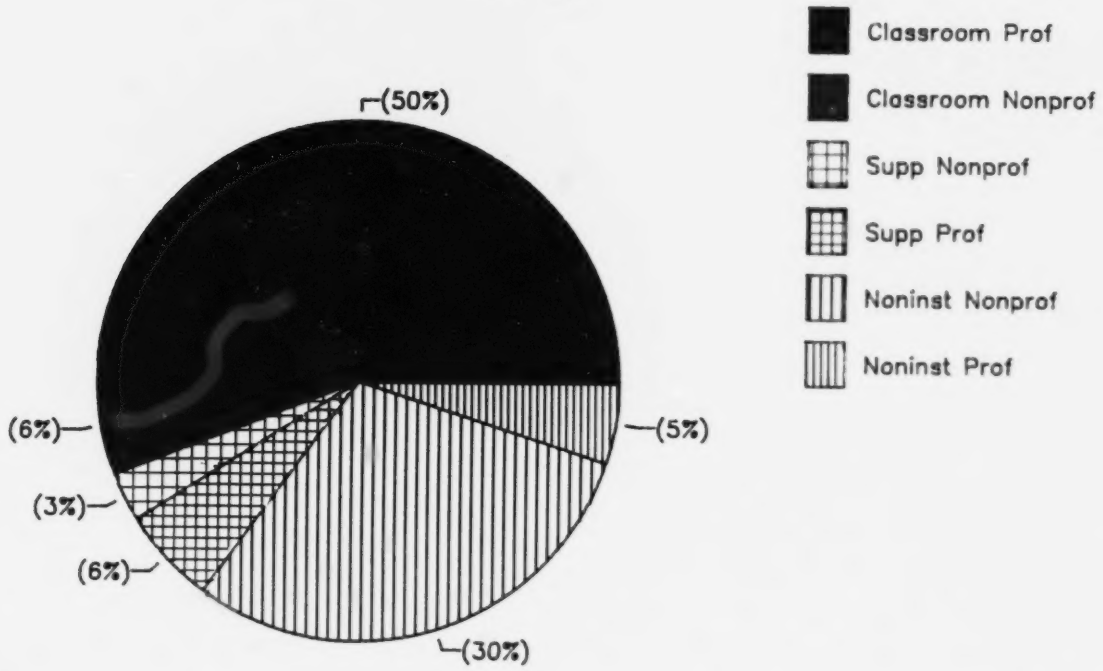



FIGURE C-3

Actual classroom instruction personnel were 56% of school district staff; the instructional support staff 9% and the non-instructional staff 35%.

Classroom instructional personnel are primarily teachers (90%). Instructional support professional personnel make up 69% of the instructional support staff which includes attendance personnel, health personnel, guidance counselors, speech therapists, psychologists, social workers, consultants, librarians and instructional supervisors and other instructional support professionals.

The second largest group, the non-instructional staff, has 13% who are professionals, people in central administration and school building administration. Other non-instructional staff members are those who perform duties in the central office, in the school building offices, in the operations and maintenance program, the pupil transportation program and in the school lunch program.

# TEACHER DISTRIBUTION

## Age, 1984-85

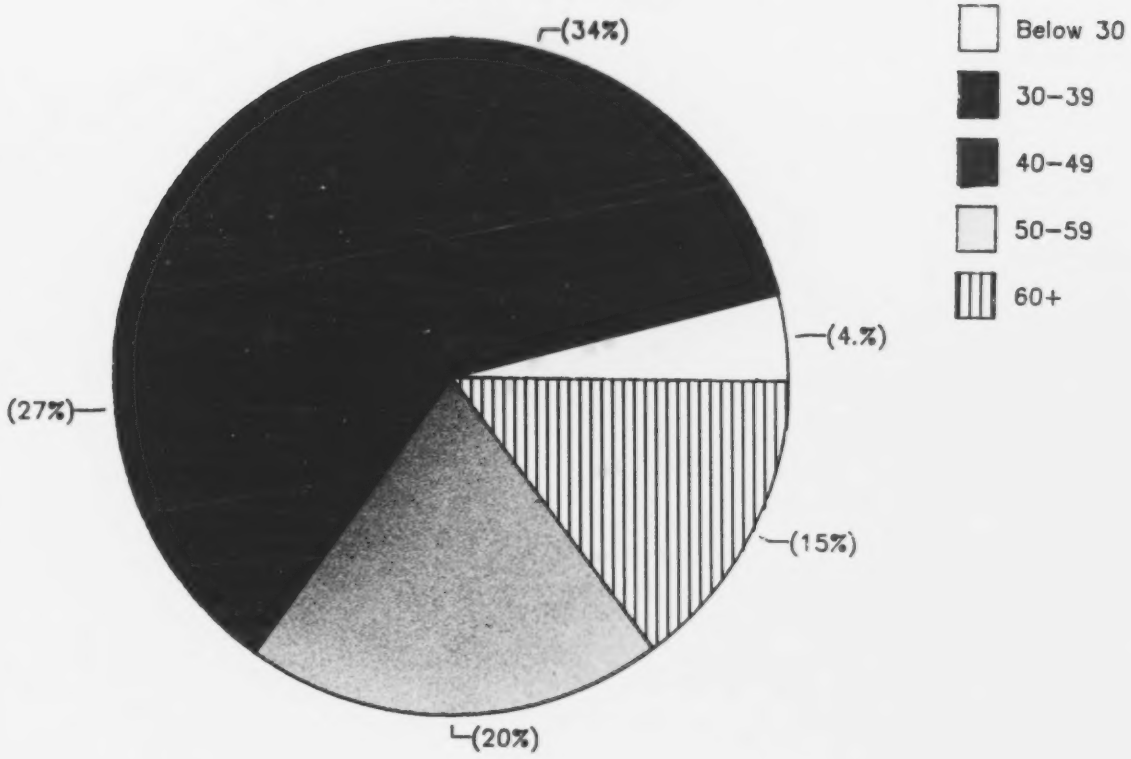



FIGURE C-4

In 1984-85, approximately 35% of the classroom teachers in Michigan public schools were 50 years of age or older. A relatively small percentage (4%) of teachers were 30 years old or less, indicating fewer first year teachers in the public school systems. Examining the average age and experience of teachers by years shows that the average age has risen from 38 in 1974-75 to 43 in 1984-85, and the average experience from 10 years in 1974-75 to 15 in 1984-85, indicating a decrease in the number of first year teachers employed.

# TEACHER DISTRIBUTION

**Sex, 1984–85**

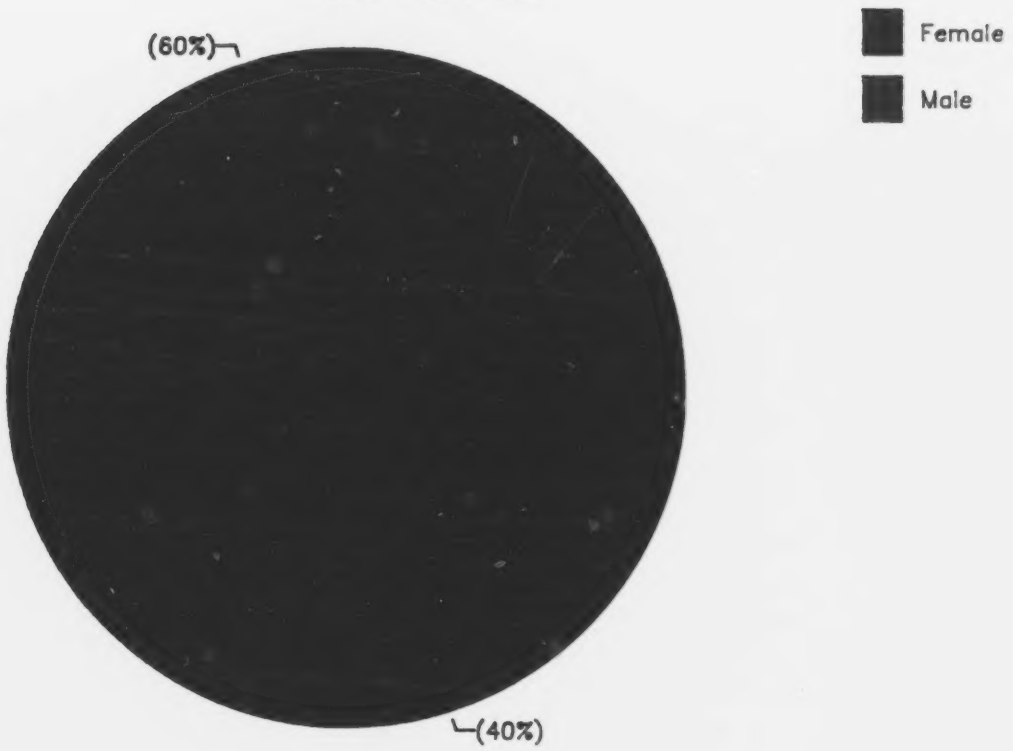



FIGURE C-5

The percentage of male and female teachers has not changed appreciably since 1979-80. Approximately 40% of public school teachers are male and 60% are female, as reported for 1984-85.

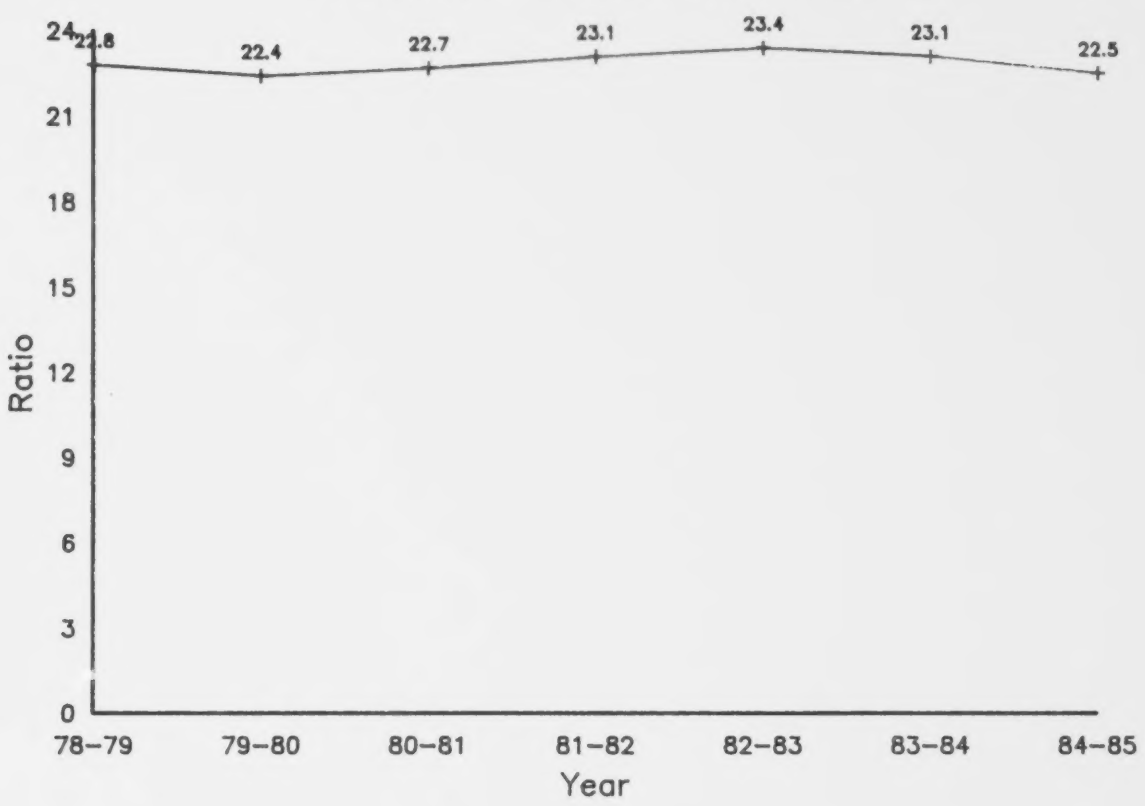



FIGURE C-6

The student-teacher ratio is the ratio of the total Michigan public school students in grades K-12 to the total full-time equivalent number of classroom teachers employed by Michigan's public school districts. Students and teachers in special education and adult/continuing education are not included in this ratio.

The student-teacher ratios during the period of 1978-79 through 1984-85 fluctuated from a low of 22.4 to 1 to a peak of 23.4 to 1. During this period student enrollments have decreased continously. However, student-teacher ratios have not changed significantly as a result of the decline in the number of classroom teachers.

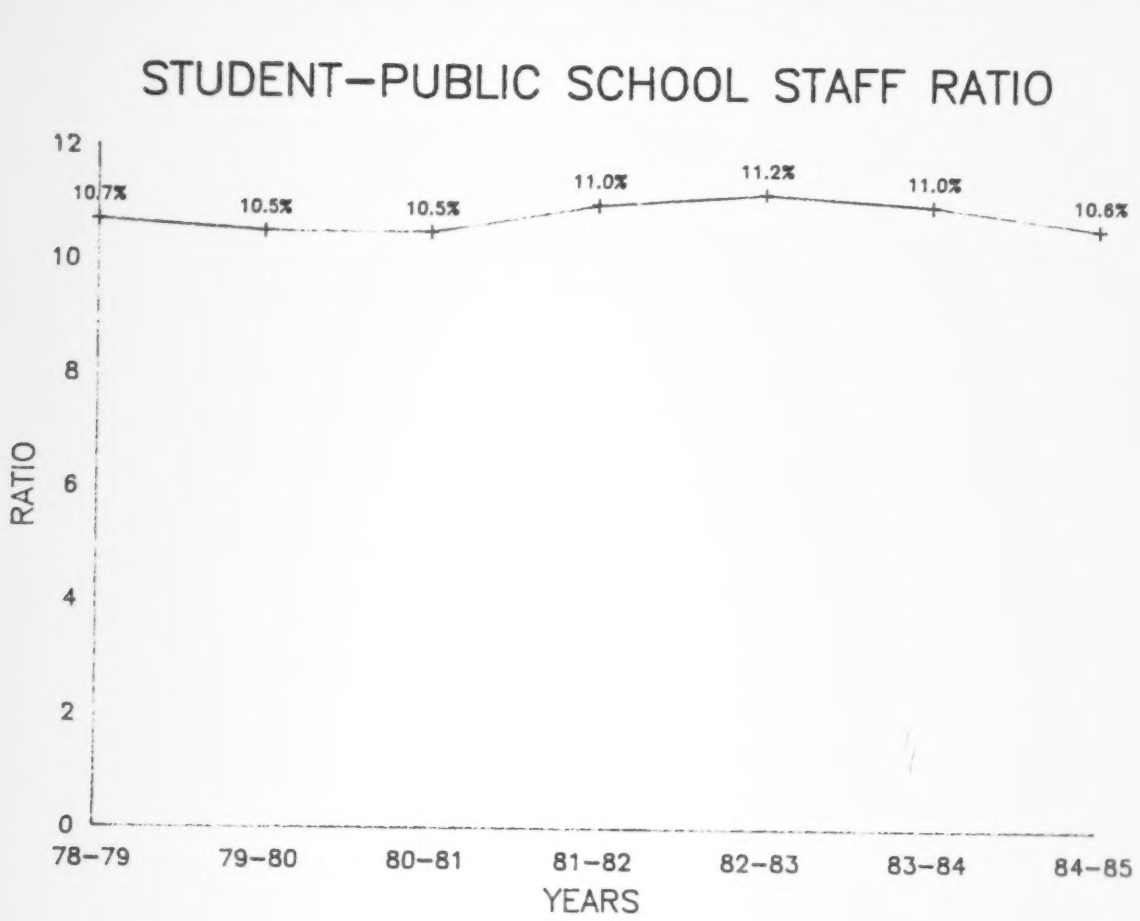



FIGURE C-7

The student-public school staff ratio is the ratio of the total public school membership in Michigan, including students in grades K-12, special education, adult/continuing education and other part-time students to the total public school district staff in Michigan, including instructional and noninstructional staff members.

The student-public school staff ratios during the period of 1978-79 through 1984-85 fluctuated from a low of 10.5 to 1 to a peak of 11.2 to 1. The trend of the change in the student-public school staff ratios was similar to that of the student-teacher ratios during this period.

# EDUCATIONAL LEVEL – TEACHERS
## 1984–85

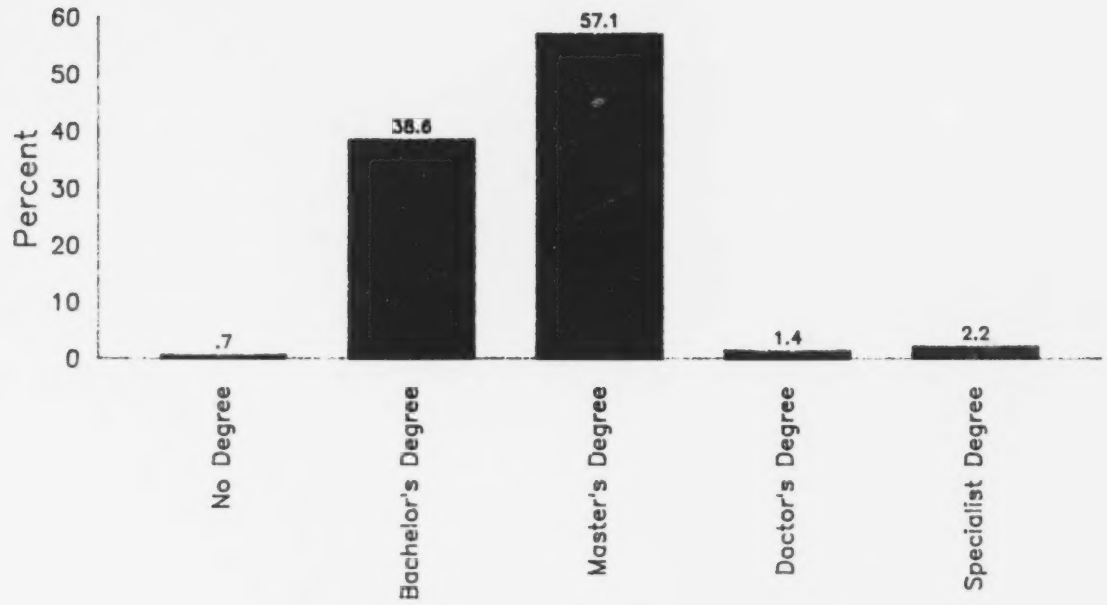



FIGURE C-8

In 1984-85, almost all (99%) public school classroom teachers had at least a bachelor's degree. The majority (57%) have a master's degree. Very few teachers (4%), however, have a Ph.D or specialist degree. The educational level of classroom teachers has increased over the years.

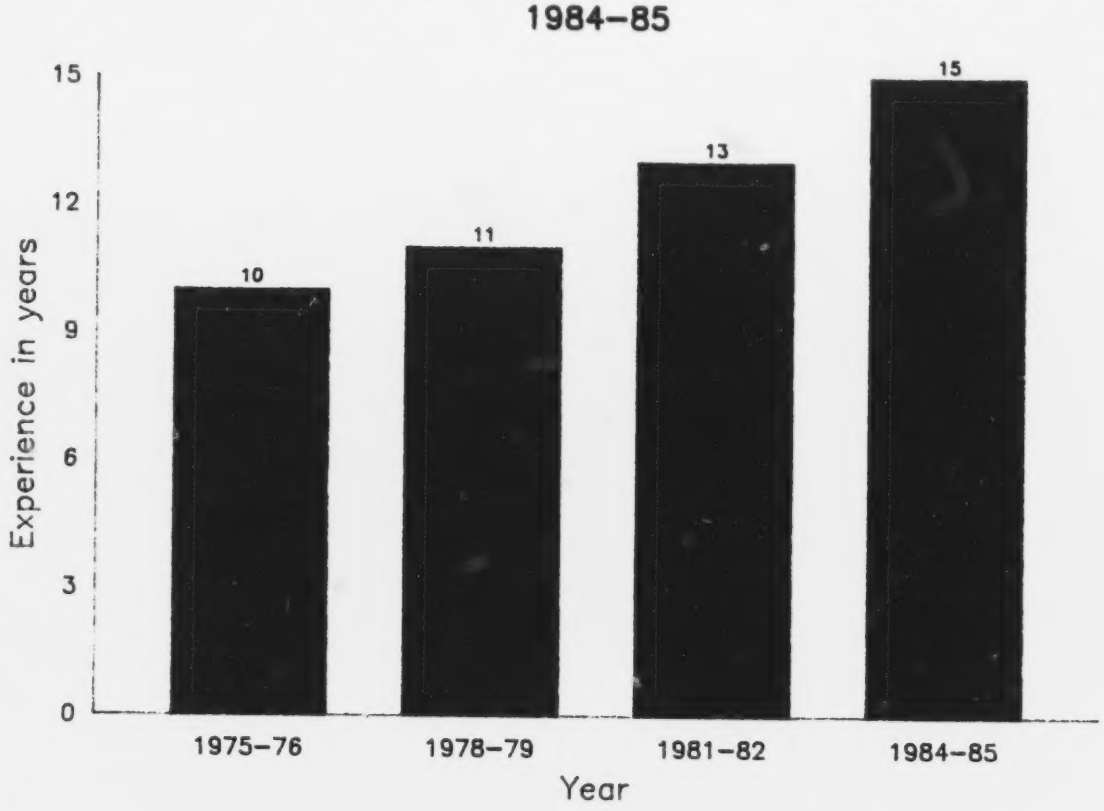



FIGURE C-9

The average experience of classroom teachers in Michigan public schools has risen from 10 years in 1975-76 to 15 in 1984-85. The distribution of the level of experience reveals that the majority of teachers have experience between 10 years and 19 years.

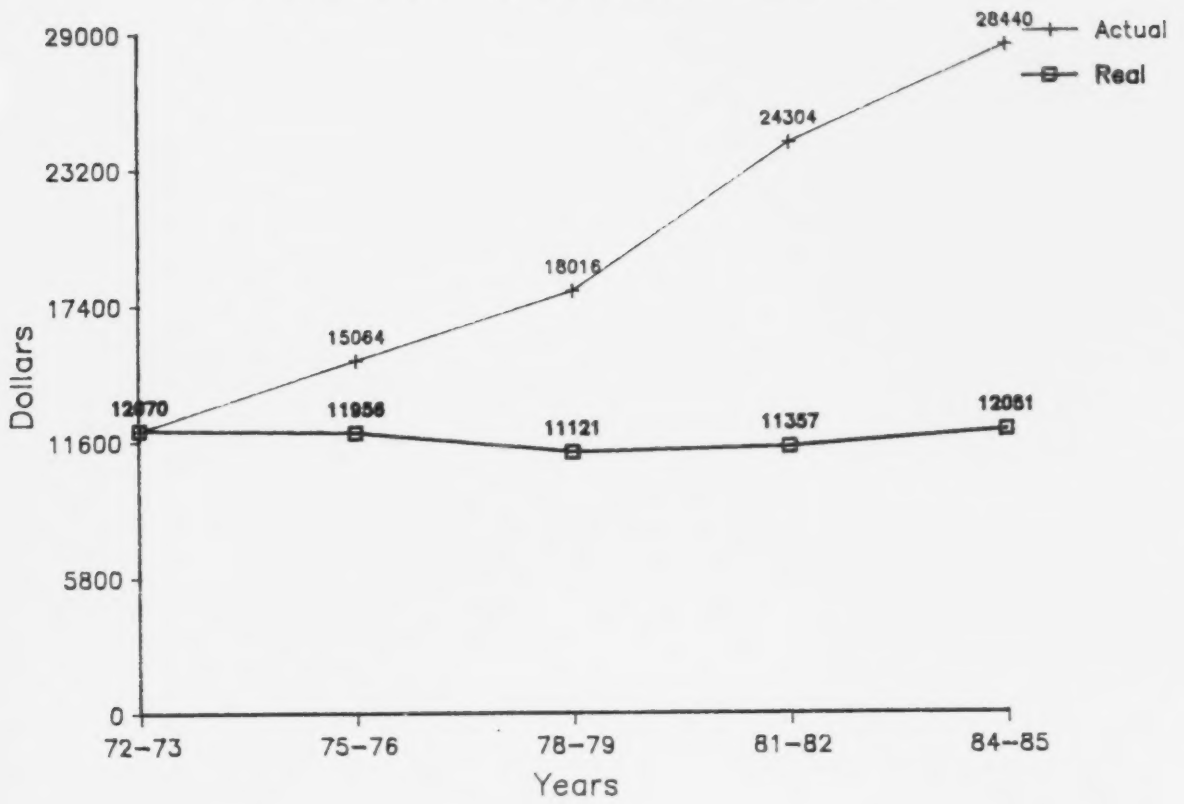



FIGURE C-1Ø

The actual average salary of Michigan public school teachers increased from $12,07Ø in 1972-73 to $28,44Ø in 1984-85. However, the real (buying power) salary did not increase during the twelve year period.

The difference between real and actual salaries appears to be a result of three factors: 1) The sharp inflationary trend of the 197Ø's; 2) The lack of teacher mobility, resulting in staff who are at the maximum of the salary schedule; and 3) Teachers who were laid off during the troubled financial period (198Ø-81 through 1982-83) were teachers with less seniority and who were lowest on the salary schedule.

(Narrative for Figure C-11)

Section 97 was added to the State Aid Act in 1979 and provided $3.1 million to local and intermediate school districts for professional staff development activities. Of this amount, $570,000 was allocated to Career Education Planning District Councils, leaving $2.63 million to be allocated to local and intermediate districts. Policy boards consisting of a majority of teachers, continue to identify needs, develop programs, locate resource personnel and materials, and evaluate programs.

The Section 97 allocation dropped during the period of 1980-81 to 1983-84 as did the number of students and professional staff in Michigan school districts. From a low of $1.84 million in 1982-83, the allocation rose to $2.2 million in 1983-84 and $2.9 million in 1984-85. This declining trend in the number of staff participating has been reversed from a low of 87,936 in 1983-84 to 93,294 in 1984-85. This upward trend is expected to continue.

The revised State Plan for Professional Development (September, 1985) calls for increased collaboration between Section 97 programs and teacher training institutions as well as professional education organizations and business/industry.

Beginning in 1988, newly certified teachers will have to renew their certificates every five years so teacher training institutions as well as education and professional organizations will seek State Board approval to offer Continuing Education Units (CEU's). The widespread need for certificate renewal will increase the number of participants and underscore this new focus on staff development programs funded by Section 97.

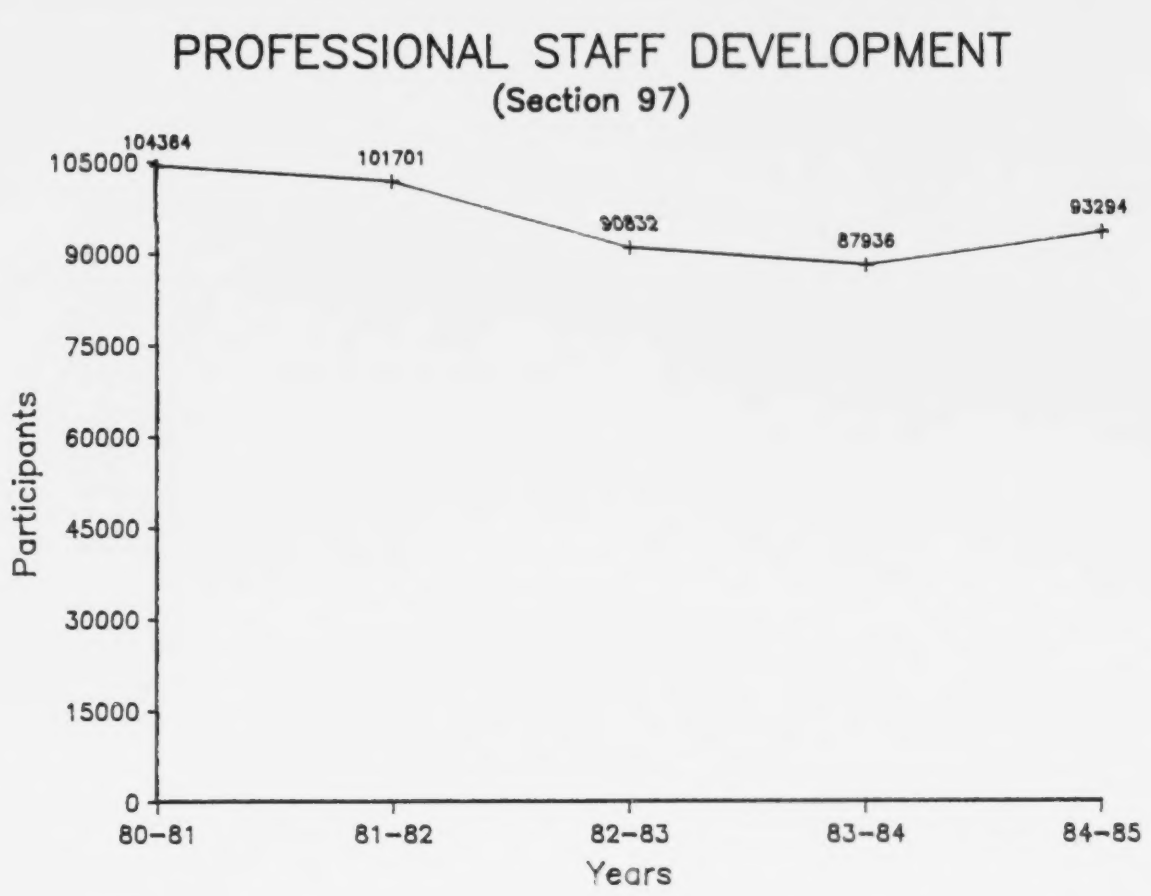



FIGURE C-11

(Narrative is on preceding page.)

# TEACHERS/ADMINISTRATORS

## Eligible for Retirement (Cumulative)

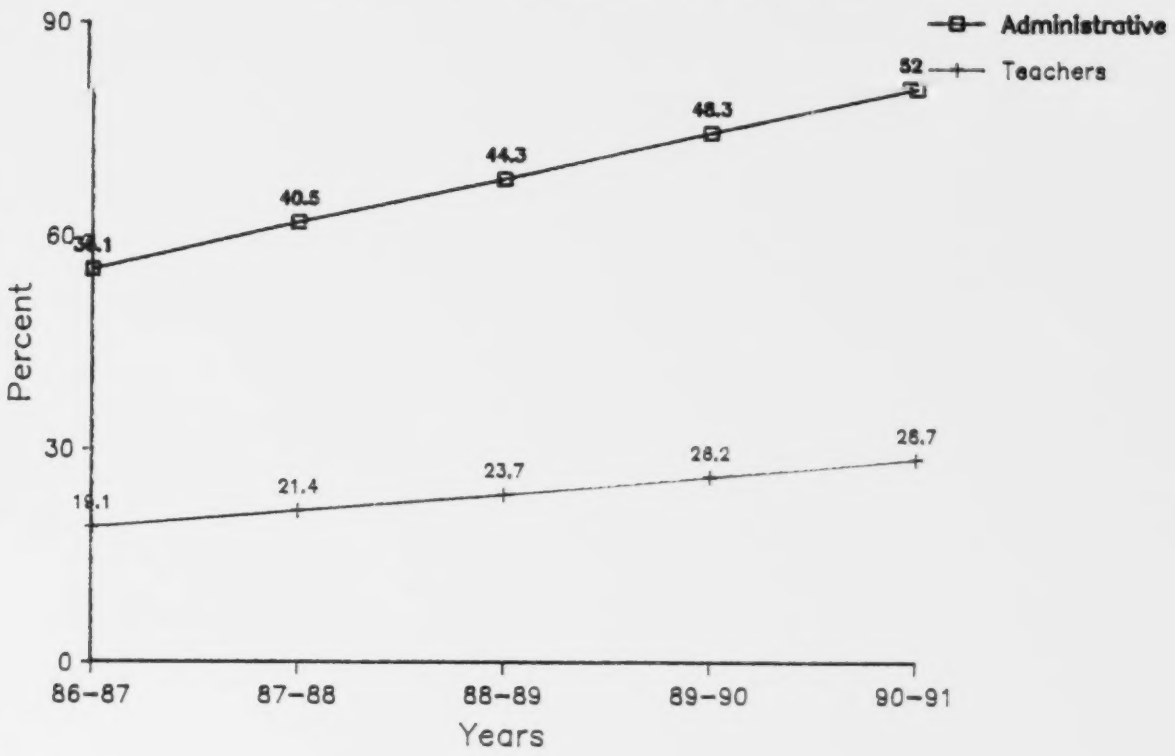



FIGURE C-12

Beginning January 1, 1986 through December 31, 1988, Michigan Public School teachers and administrators can retire with full benefits if their age and years of experience are equal to or greater than 80. The percentage of teachers and administrators who could retire under this plan shows a gradual increase from 1986 through 1990.

Approximately 29% of Michigan teachers could retire by 1990-91 and 52% of the administrators could retire by the same year. A potential shortage of both teachers and administrators may be evident for Michigan school districts.

# D. FINANCE

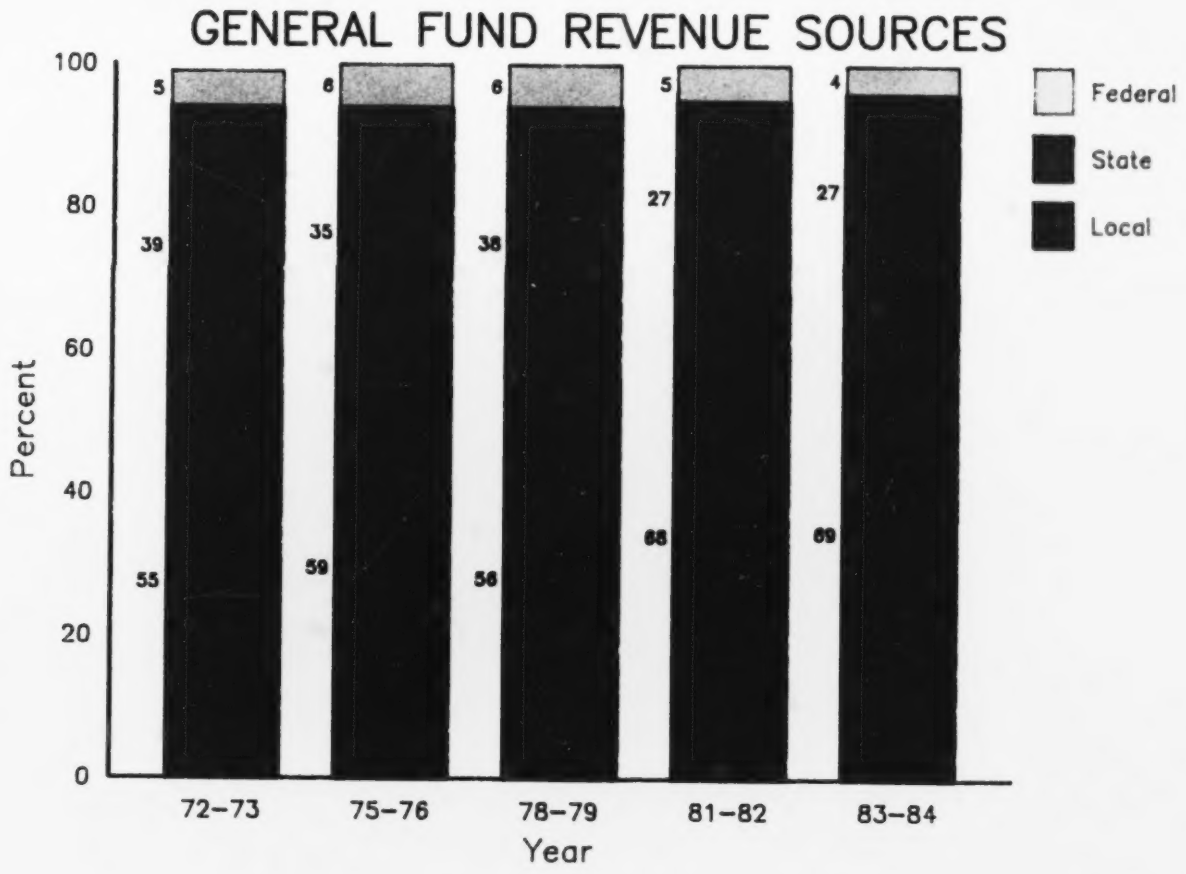



FIGURE D-1

Prior to the 1980-81 school year, both state and local support increased in a fairly linear fashion. However, by 1982-83, state support, as provided through the State School Aid Act, had dropped by about $267 million from the level reached in 1979-80 (which was only about $2 million more than in 1978-79). During this same time, the local portion increased at an accelerating rate. This local increase was due, in some part, to increased millage levies but, more significantly, to the high rate of growth of the state's equalized valuation (12% in 1979-80, 14% in 1980-81, and 11% in 1981-82, as compared to 7% for 1977-78 and 9% for 1978-79).

It is important to note that this shift from state to local occurred because of both the drop in state support and the high rate of growth in S.E.V. Even if state support had increased by the same basic rate as it did between 1976-77 and 1979-80, and

these were generally considered good years for education, the shift from state to local would still have occurred because of the S.E.V. growth rate.

This trend was reversed in 1982-83 and has continued through 1985-86. Funding provided through the State School Aid Act has increased by an estimated $610 million since 1982-83 while the rate of growth of the states' equalized valuation and hence local revenue has been reduced dramatically (as little as 1.3% in 1983-84, including increases due to millage rate increases).

State revenue percentage reduction in 1978-79 is a result of the state's poor financial position which brought significant executive order reductions to meet constitutional requirements.

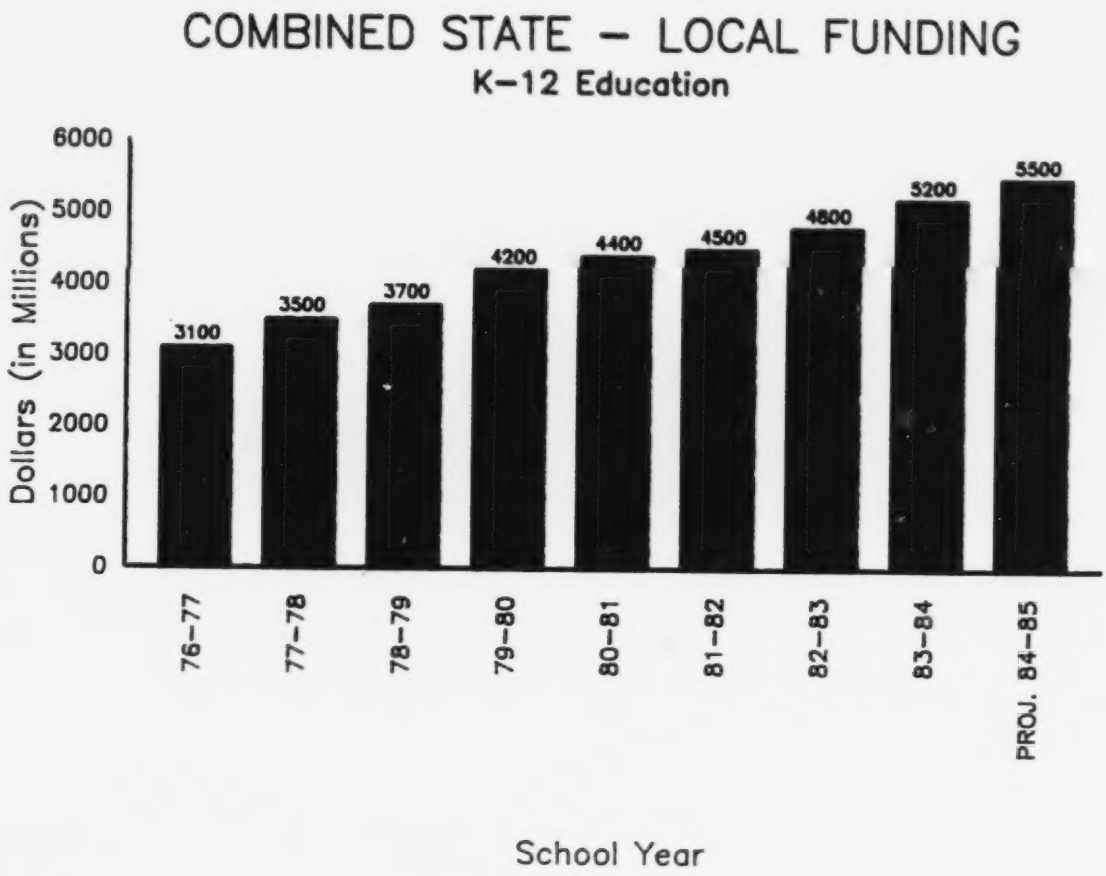



FIGURE D-2

This graph shows the combined state and local funding for K-12 education. Local revenue is that which is used for operating purposes and the state portion consists of that revenue provided through the School Aid Act and the Public School Employees Retirement appropriations.

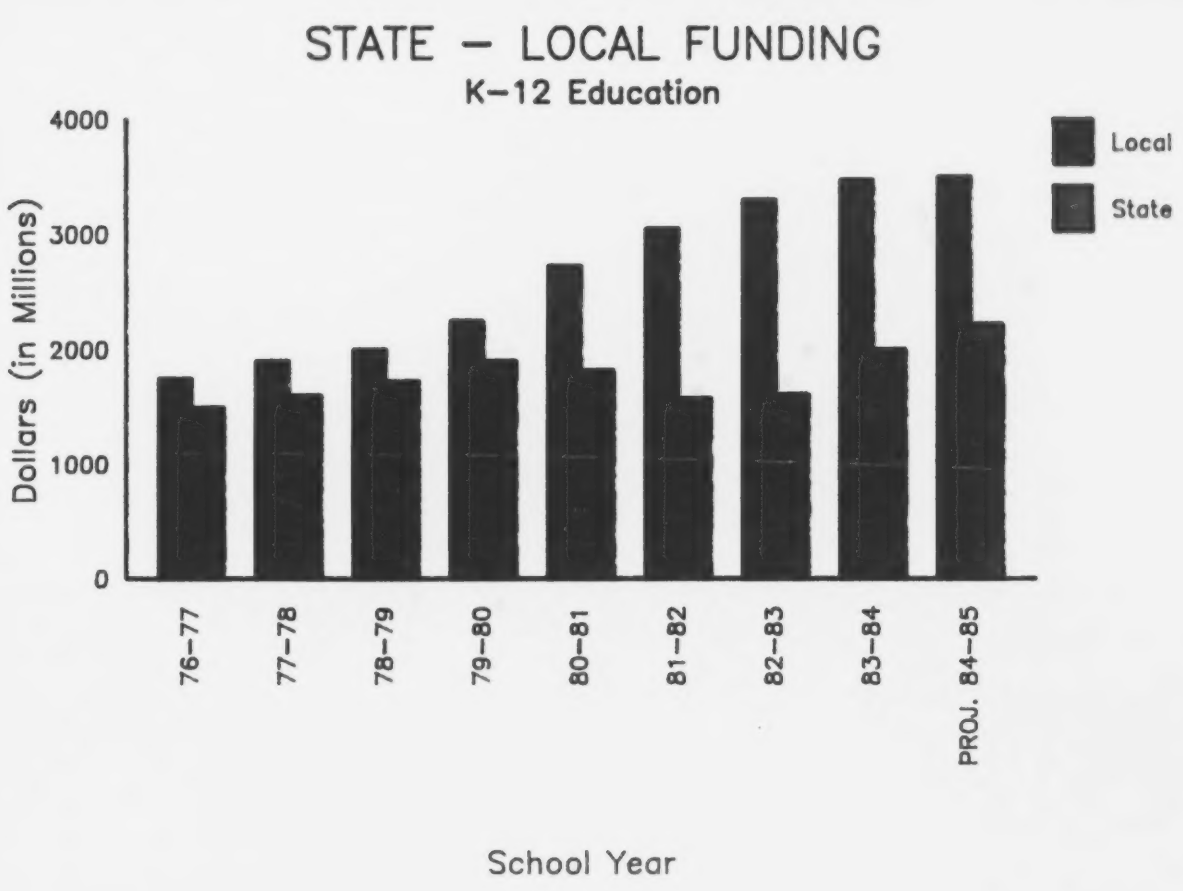



FIGURE D-3

This graph shows the state funding (right-hand bar) and the local (left-hand bar) funding for K-12 education. The local is that revenue used for operating purposes and the state consists of that revenue provided through the School Aid Act and the Public School Employees Retirement appropriation. It should be noted that "circuit breaker" revenues are not taken into account on this graph.

# COMBINED STATE – LOCAL PER PUPIL FUNDING

## K–12 Education

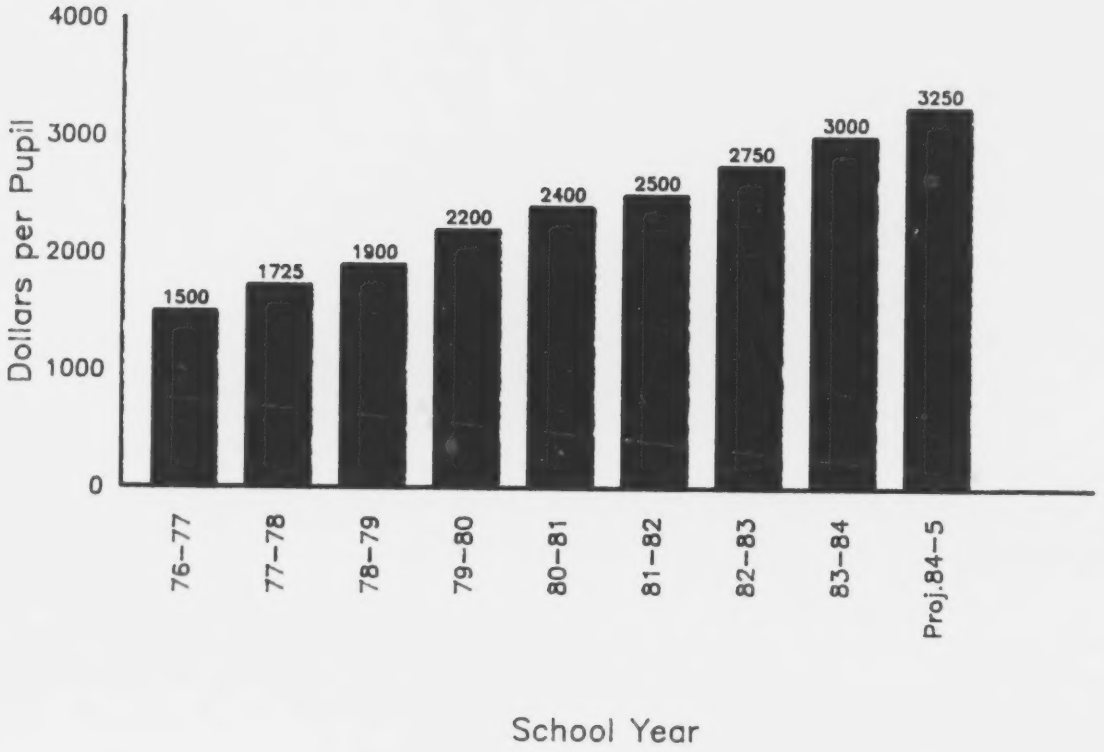



FIGURE D-4

This graph shows the combined state and local funding per pupil for K-12 education. The local is that revenue used for operating purposes and the state consists of that revenue provided through the School Aid Act and the Public School Employees Retirement appropriation.

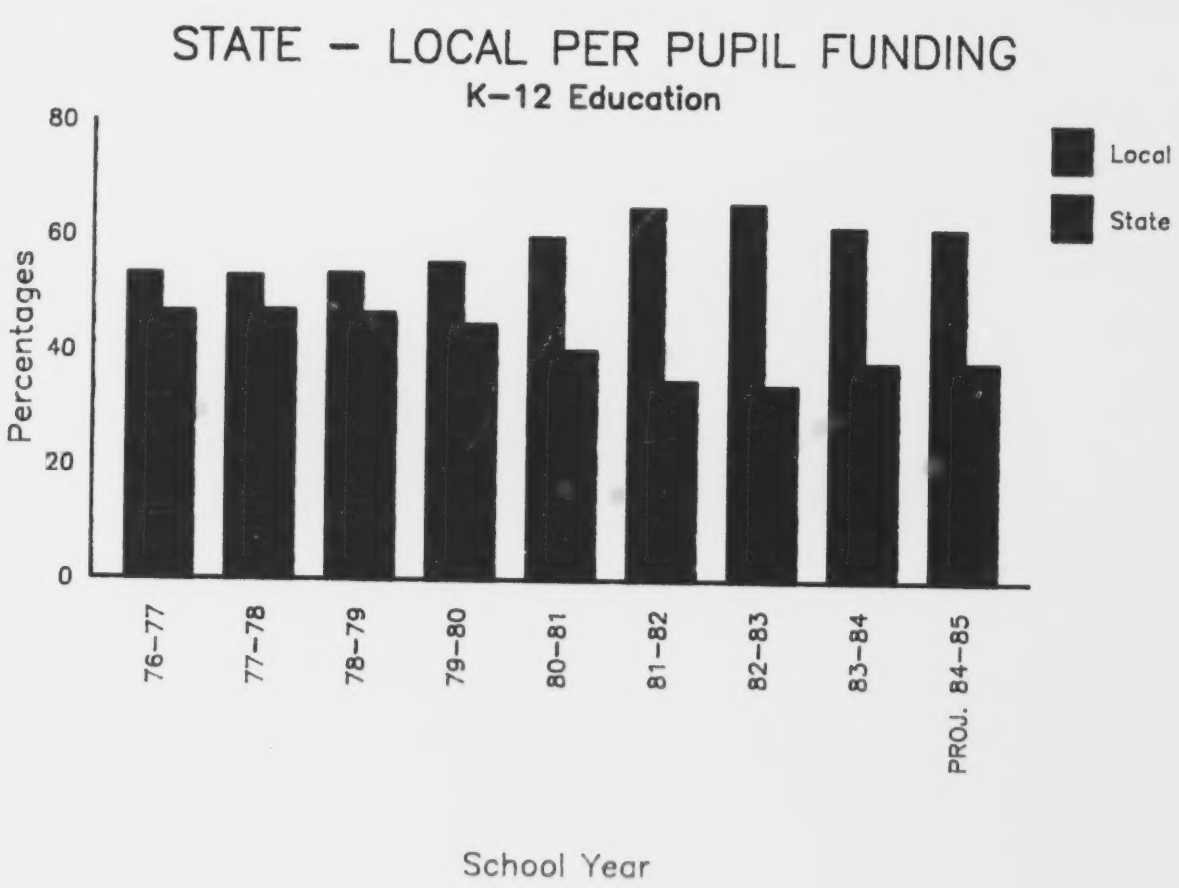



FIGURE D-5

This graph shows the state (right-hand bar) and the local (left-hand bar) funding levels per pupil for K-12 education. The local is that revenue used for operating purposes and the state consists of that revenue provided through the School Aid Act and the Public School Employees Retirement appropriation. It should be noted that "circuit breaker" revenues are not taken into account on this graph.

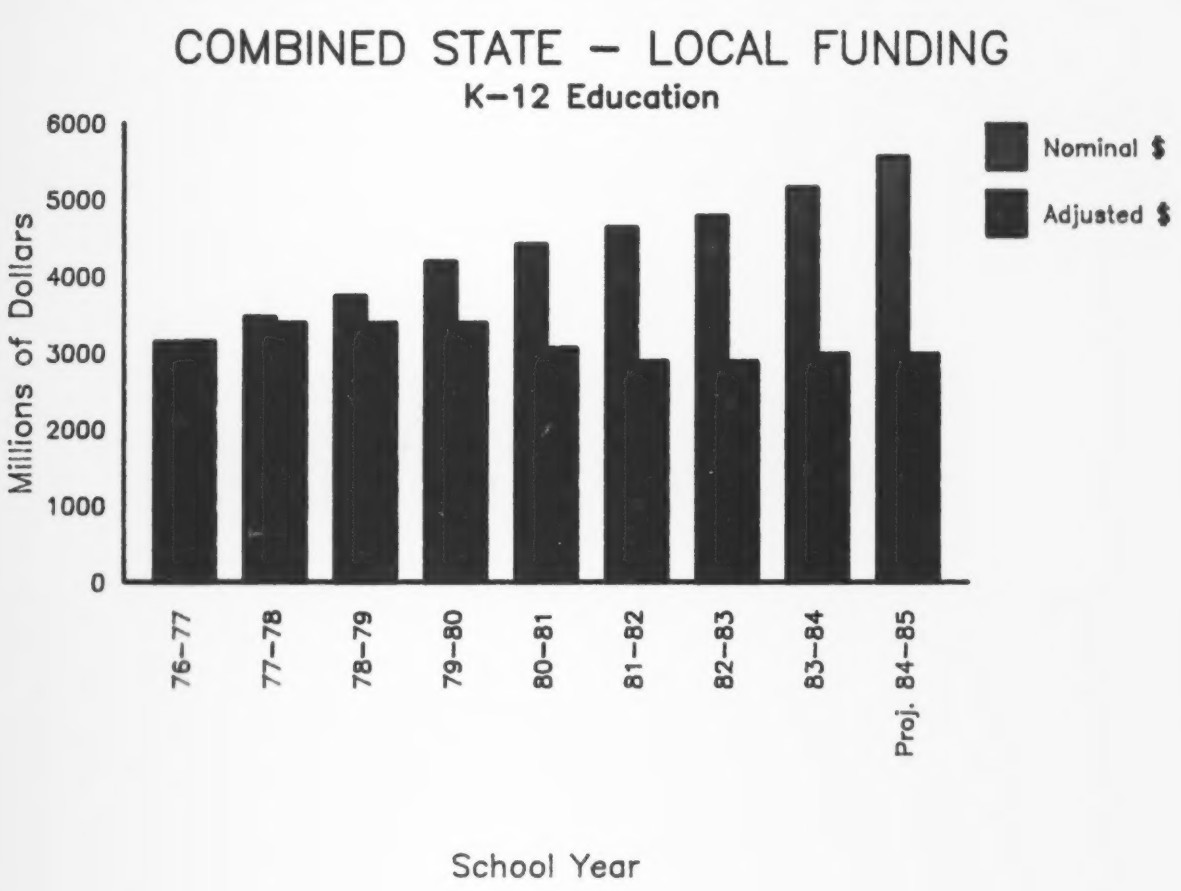



FIGURE D-6

This graph shows the combined state and local funding for K-12 education. The local is that revenue used for operating purposes and the state consists of that revenue provided through the School Aid Act and the Public School Employees Retirement appropriation.

The left-hand bar shows the funding level in nominal (adjusted for inflation) dollars, while the right-hand bar represents the funding level as adjusted by the national C.P.I. to 1976-77 real dollars.

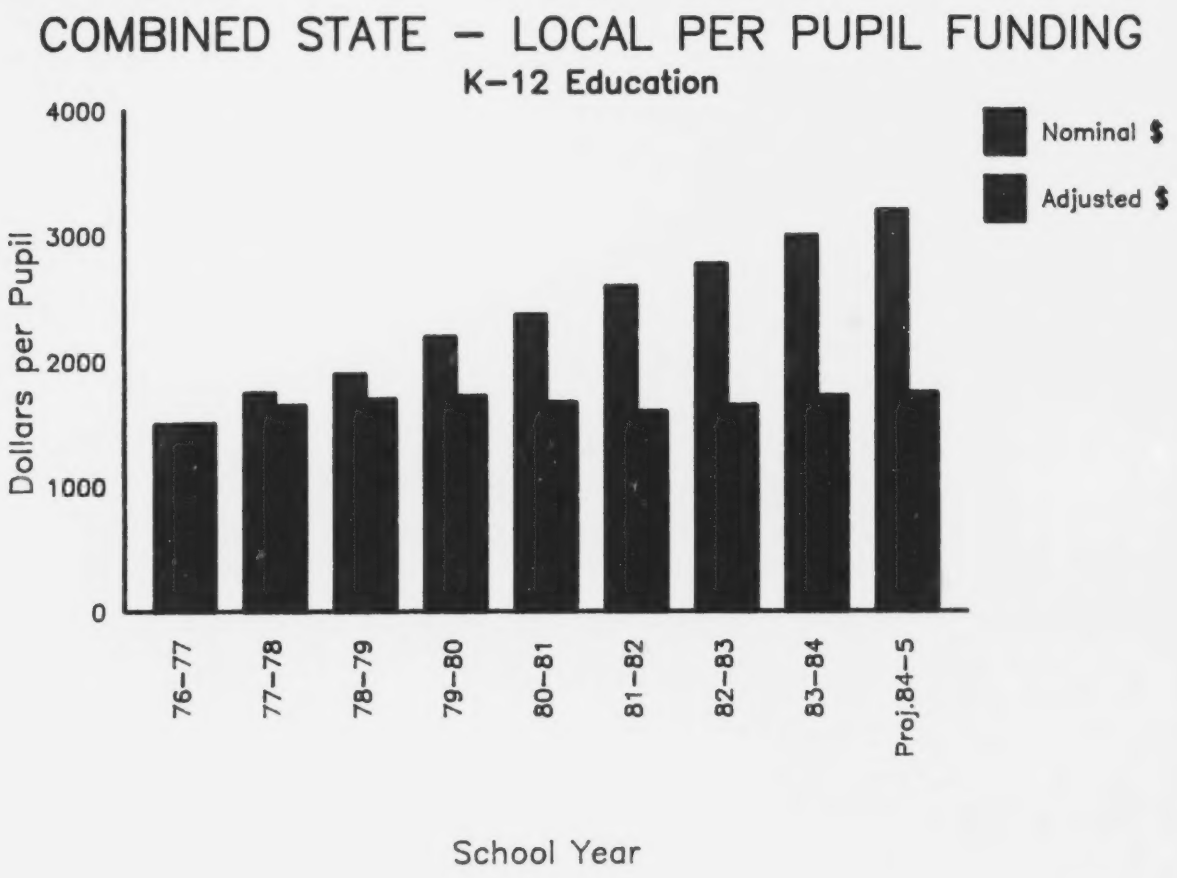



FIGURE D-7

This graph shows the combined state and local funding PER PUPIL for K-12 education. The local is that revenue used for operating purposes, and the state consists of that revenue provided through the State School Aid Act and the Public School Employees Retirement appropriation. The left-hand bar shows the funding level in nominal dollars, while the right-hand bar represents the funding level as adjusted by the national C.P.I. to 1976-77 real dollars.

# TOTAL CURRENT OPERATING EXPENDITURES

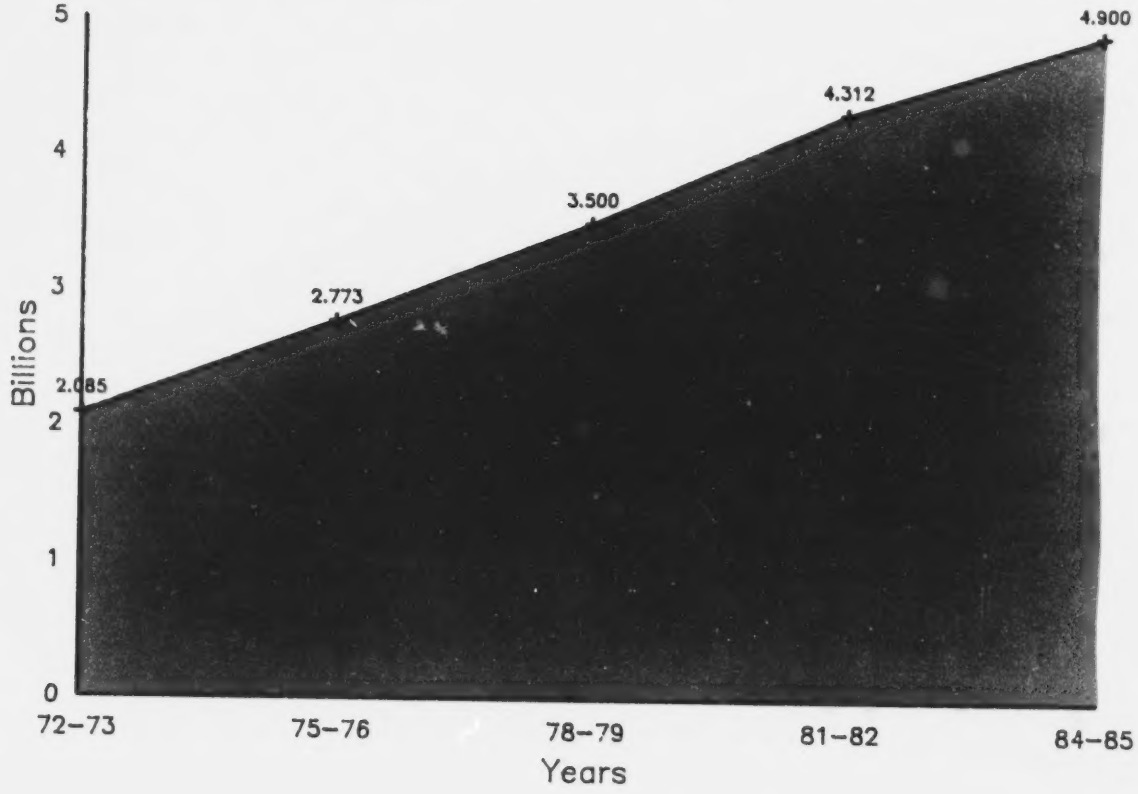



FIGURE D-8

The high rate of increase in the total current operating expenditures for all Michigan public school districts from 1972-73 through 1981-82 is a reflection of continuing inflation and slow retrenchment by school districts to economic and financial difficulties. The low rate of increase in the expenditures between 1981-82 and 1984-85 is a result of the school districts putting their financial operations in order. The number of school districts with deficit fund balances was reduced from 51 at the end of the 1981-82 school year to 15 at the end of the 1984-85 school year.

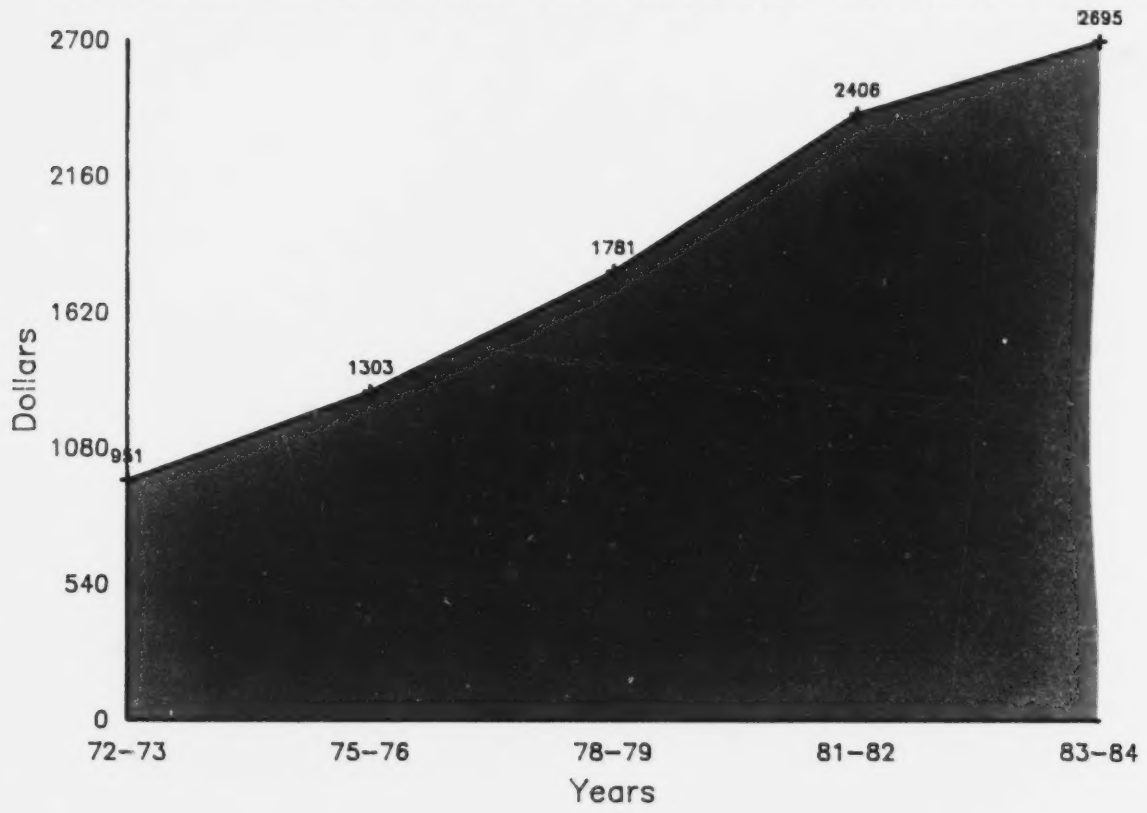



FIGURE D-9

The current operating expenditure per pupil upward surge between 1972-73 and 1981-82 is a result of inflation and a declining pupil membership. Although the current operating expenditure increase flattened between 1981-82 and 1983-84, the continuing decline in membership keeps the current operating cost per pupil on an upward line.

# CURRENT OPERATING EXPENDITURES

## by Activities, 1983-84

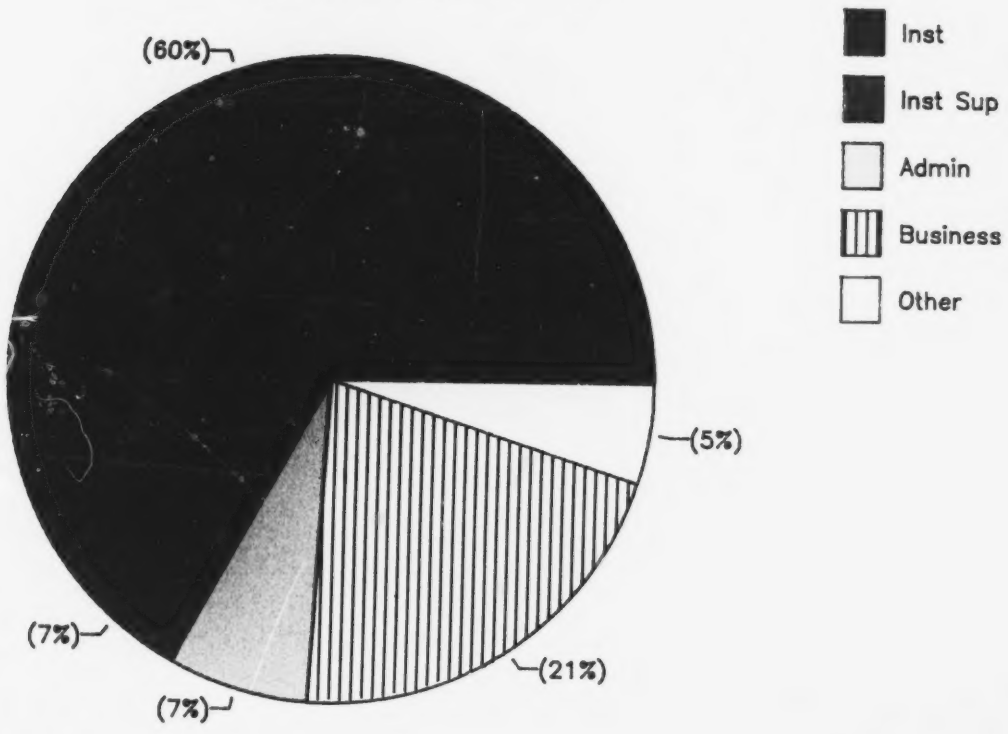



FIGURE D-10

The chart shows instructional costs at 67% of the total during the 1983-84 school year. This includes classroom expenditures as well as instructional support services.

The business segment of the graph (21%) contains fiscal services, operation and maintenance, and pupil transportation.

# FEDERAL & STATE EXPENDITURES
## 1984-85

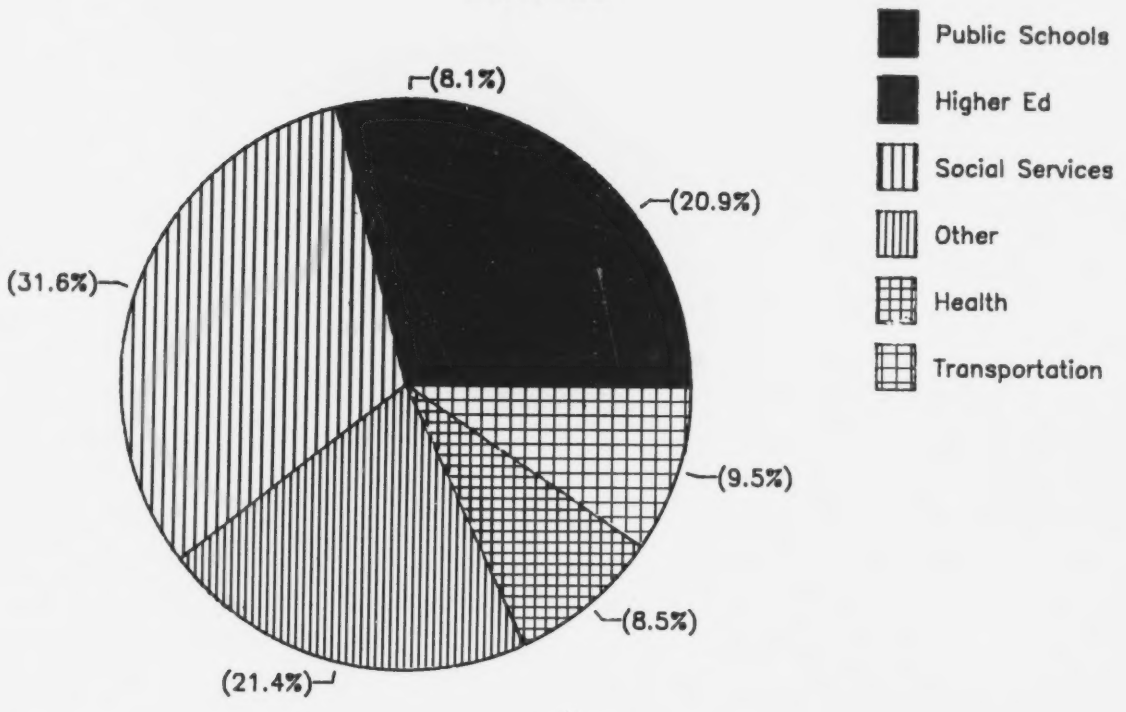


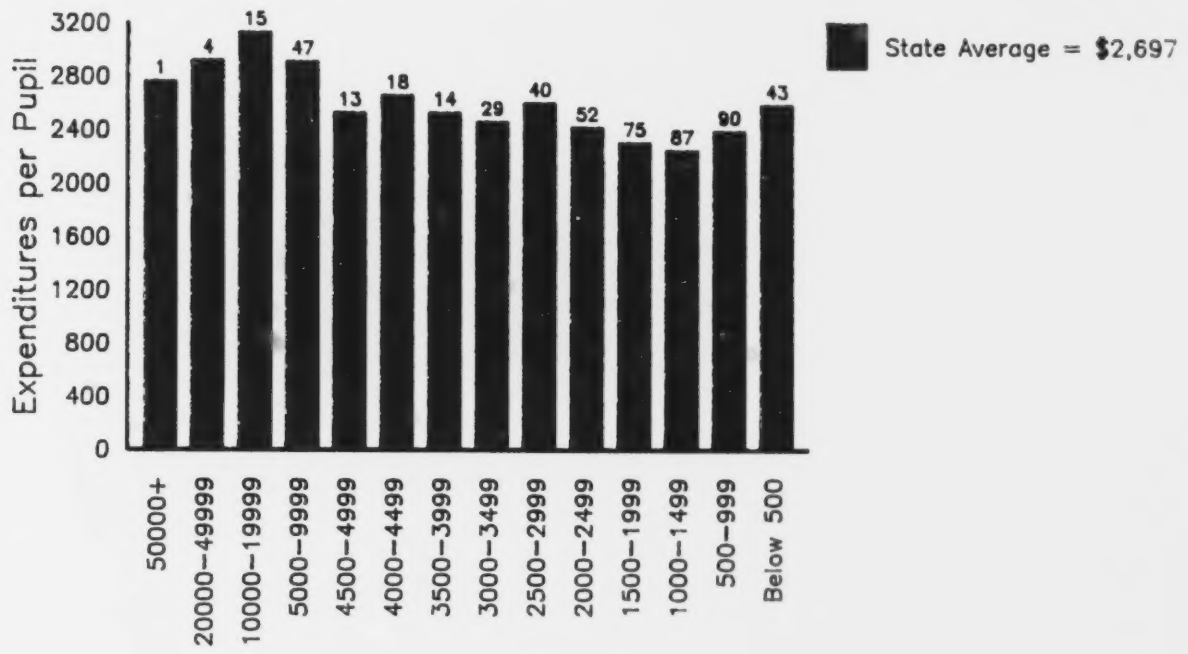

FIGURE D-11

The State of Michigan expended 29% of its budget on Education (Public Schools and Higher Education) in FY 1984-85. State Spending is shifting away from Social Services to Education, Health and Revenue Sharing.

As an example, the FY 1986-87 budget allocates 36.4% to Education and 18.2% to Social Services.

# K–12 DISTRICTS, OPERATING EXPENSES

## Per Pupil, 1983–84




(The numbers on the top of the bars are the number of schools districts in each classification.)

FIGURE D-12

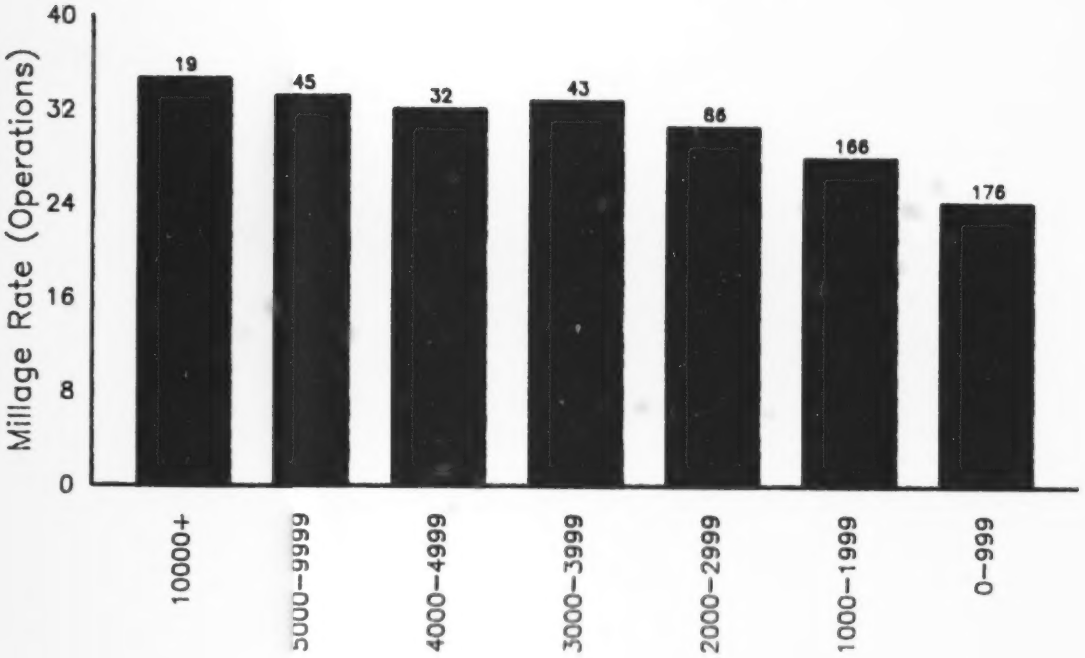
The larger school districts are located in the metropolitan areas or are mainly suburbs to metro areas and have higher current operating costs. The four groups represent only 13% of the districts.

The very small school districts appear to have higher per pupil costs than districts somewhat larger which could arise from:

1) There are certain fixed costs which a district will have even though the student population is low, causing a higher per pupil cost.

2) These districts are generally in rural areas and have extensive transportation systems to serve a small, scattered school population.

# AVERAGE MILLAGE RATE
## by size of District, 1984-85




(Size of Snool Districts Grouped by Student Membership)

(The numbers onthe bars are the number of districts in each classification.

FIGURE D-13

Three groups ofdistricts which represent 75% of all public school districts in Michigan, have average millages of less than the state average of nearly 32 mills.

The groups of districts which have average millages above the state average ae in the metropolitan and suburban areas.

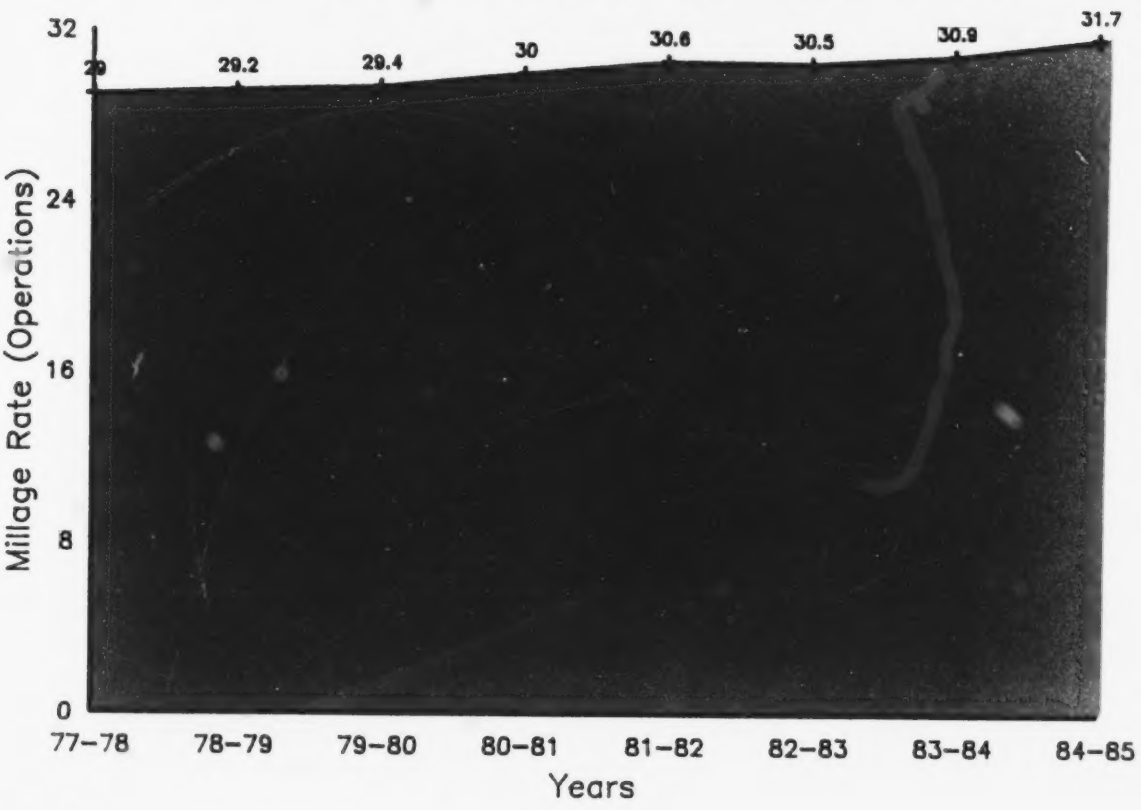



FIGURE D-14

The operating millage consists of allocated millage and extra voted millage to be used for the general operations of the school district. A mill is a tax equal to $1.00 per thousand dollars of property value.

The graph shows the millage increase necessary to meet the high inflation period in the late 1970's and the state and federal cutback in funds during the early 1980's. The plateau between 1982 and 1983 probably represents voter resistance to increased millages during poor economic times.

In the recent years there has been a slowing in the growth of state equalized valuation (SEV); therefore, there is a need for growth in millage to meet increased educational costs.

# APPROVAL RATE OF MILLAGE ELECTIONS

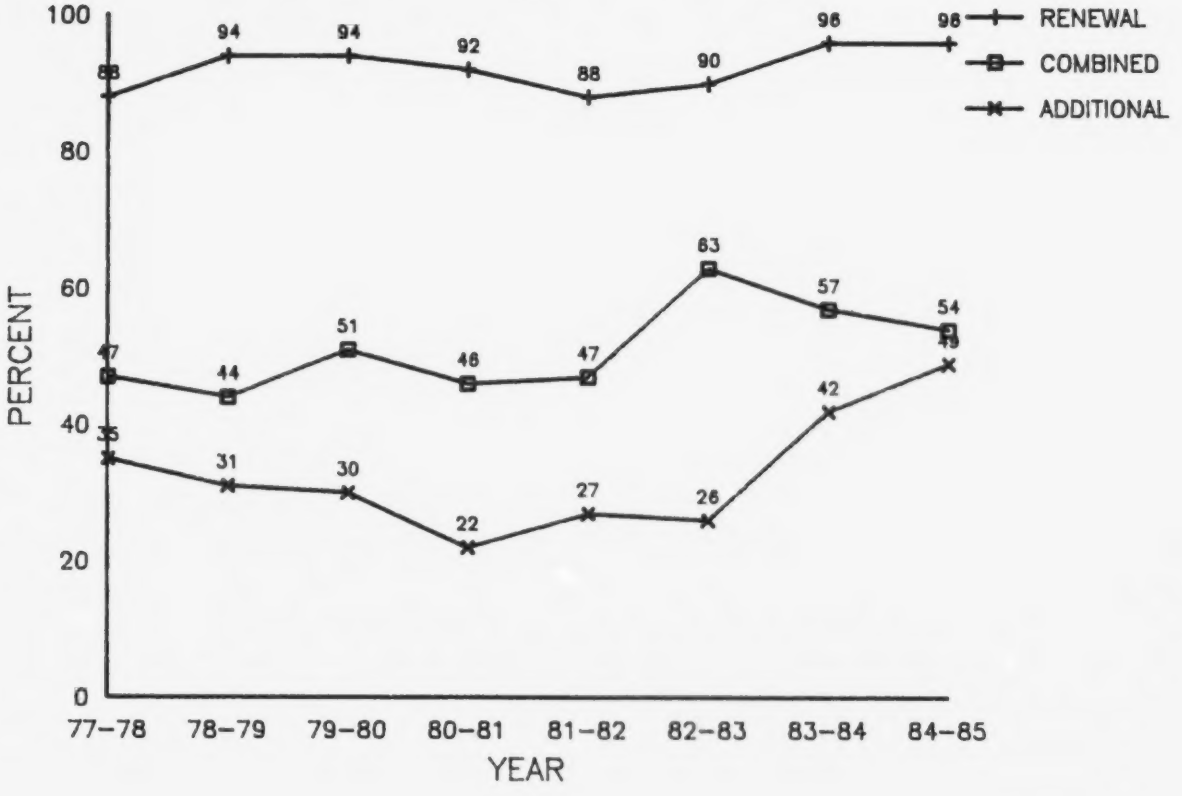



FIGURE D-15

Millage proposals placed on the ballot for voter approval by local school boards include three forms: (1) a renewal millage proposal requesting the voters to approve a previously approved millage rate which is expiring; (2) an additional millage proposal which requests an increase in the approved millage rate; and (3) a combination millage proposal which links a renewal millage and an additional millage on the same ballot proposal.

The graph above clearly indicates that the approval rate for these forms is highest for renewal millage issues, second for combination issues and lowest for additional issues. However, it cannot be concluded that the most successful proposal form for a school district to increase its millage rate is a combination proposal because school districts frequently have multiple additional millage issues on the ballot.

The decrease in the millage approval rates during the 1980-82 period reflects the strong downturn in the Michigan economy during that period.

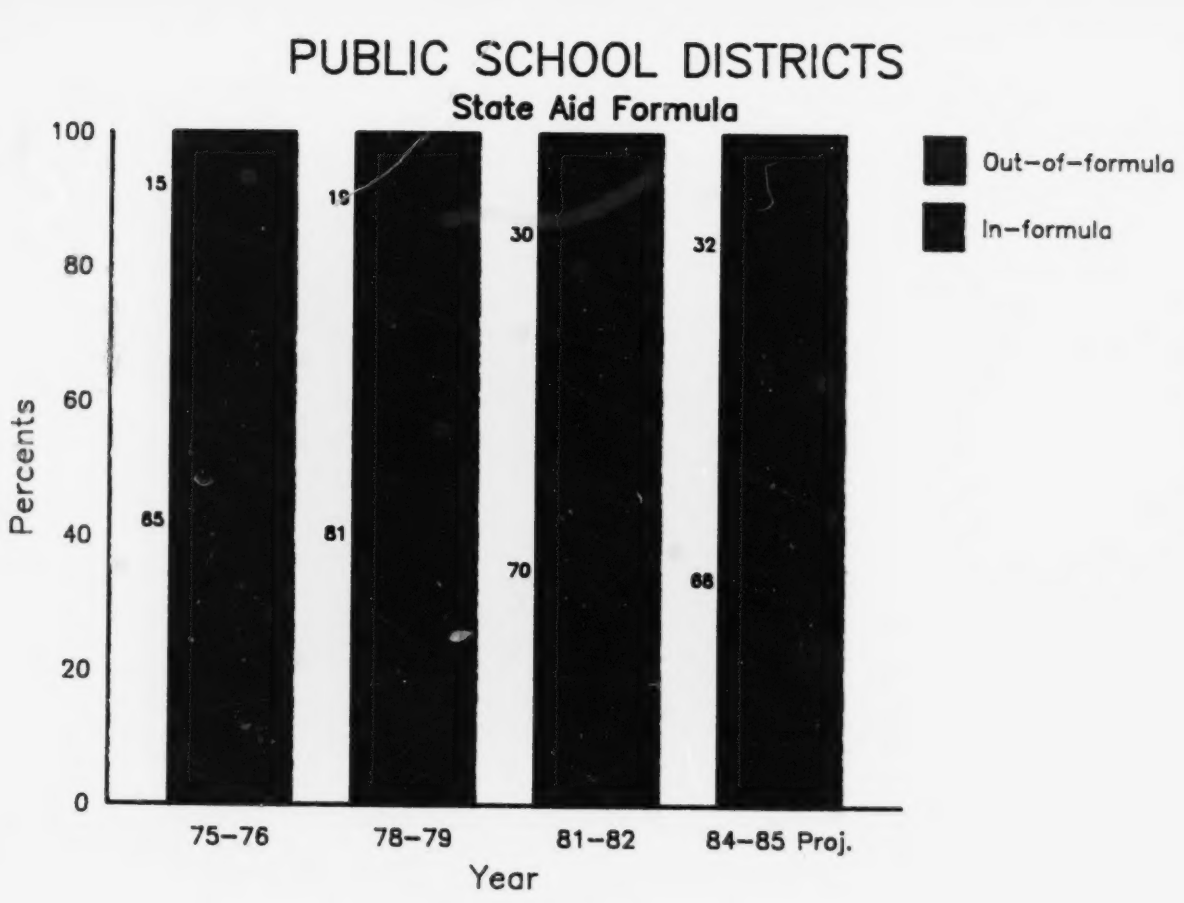



FIGURE D-16

The total number of Michigan school districts has remained a relatively constant figure. It would seem that the out-of-formula districts would remain relatively constant.

The three factors of the formula are S.E.V., pupils and millage rates. Two factors (S.E.V. and pupils) have the greatest influence on whether a district is in-formula or out-of-formula. A district can go out-of-formula because of membership losses rather than the increase in property values.

Between 1978-79 and 1981-82, there was a sharp growth in the total state S.E.V. and the greatest 3-year period decline in pupil membership.

Since 1983, the growth of S.E.V. has dropped off significantly and the loss in pupil membership has slowed.

# E. ORGANIZATION AND MANAGEMENT

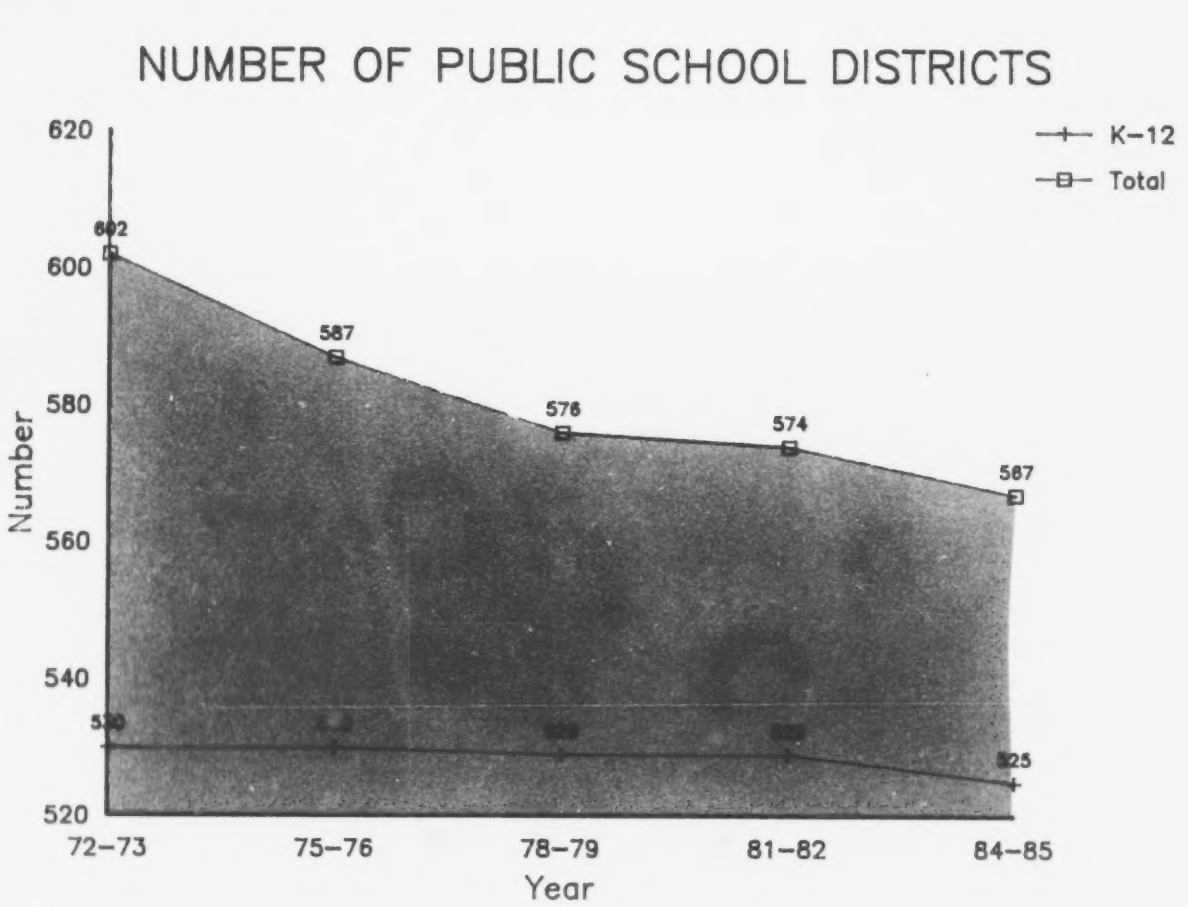



FIGURE E-1

In 1972-73 there were 602 public school districts in Michigan including 530 districts operating K-12 educational programs. The number of total districts was reduced to 567 in 1984-85 due to consolidation efforts. However, the reductions in the number of districts during the period of 1972-73 through 1984-85 mainly occurred among school districts not operating the K-12 programs.

The change in the number of K-12 school districts during the period has been insignificant. This phenomenon implies that many K-12 districts enroll fewer students now than in the past because of continuous decrease in the number of school age population in Michigan.

# K-12 STUDENT MEMBERSHIP

## District Size, 1983-84

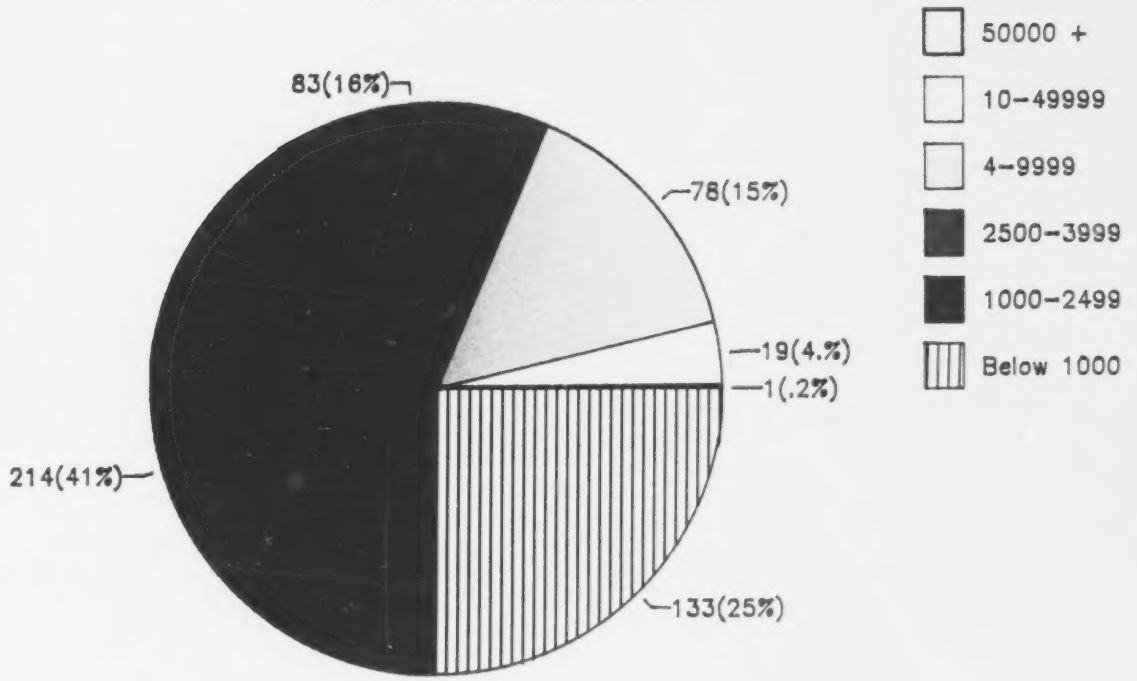



FIGURE E-2

There are wide differences in the student membership size of public K-12 districts in Michigan. The size ranges from less than 1,000 to more than 50,000. School districts in urban areas tend to be large and the districts in rural areas are likely to be small.

In 1983-84 three hundred forty-seven (347) or 66% of the total K-12 districts -- 528 -- enrolled less than 2,500 students. Small districts may have limited resources and would encounter difficulties in offering comprehensive/advanced courses in a cost-effective manner.

The option of school district consolidation or shared program arrangments with neighboring school districts may need to be considered to provide all students in the local community with high quality educational programs.

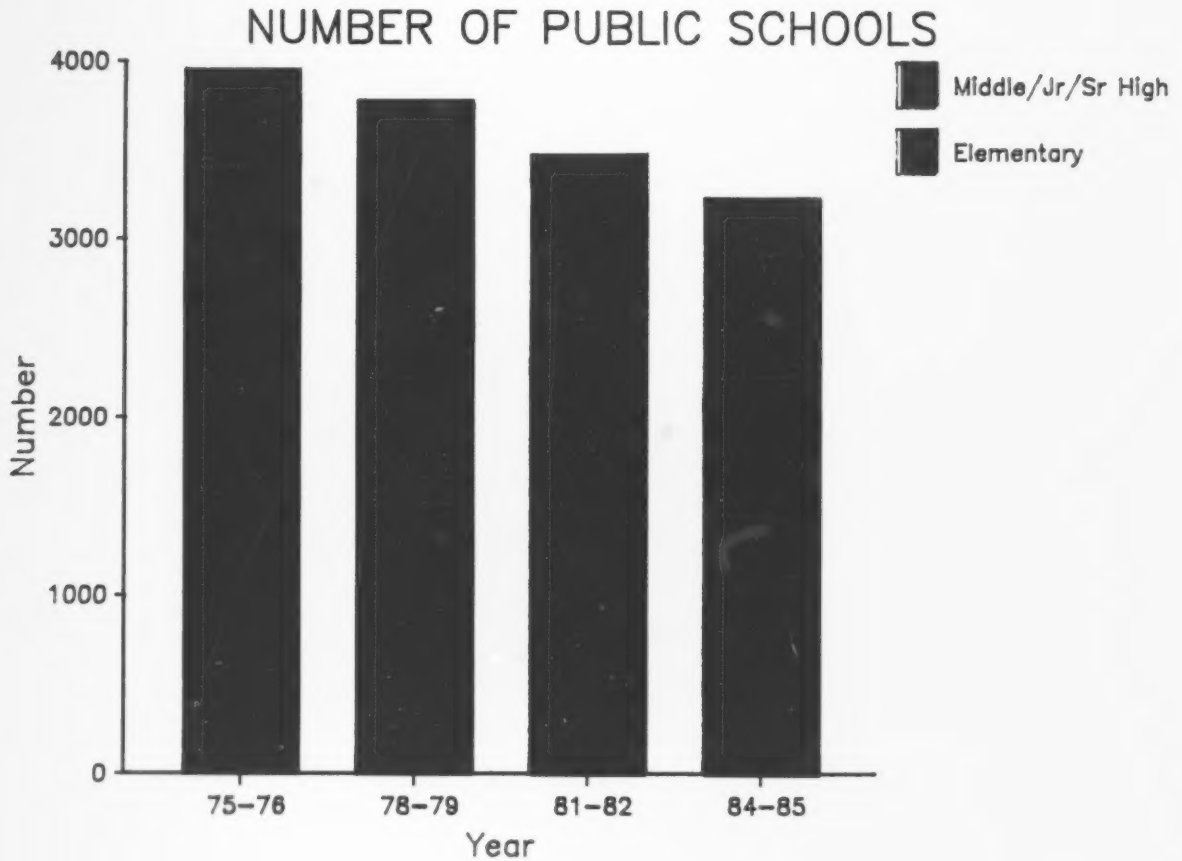



FIGURE E-3

In Michigan the number of public schools has been declining for a long time because of continued decline of the school age population. In 1975-76 there were 3,952 public schools, including 2,713 elementary schools and 1,239 middle/junior high/senior high schools.

During the ten year period of 1975-76 through 1984-85, Michigan closed 669 or 25% of the elementary schools and 49 or 4% of middle/junior high/senior high schools. Most of the school closings occurred at the elementary school level.

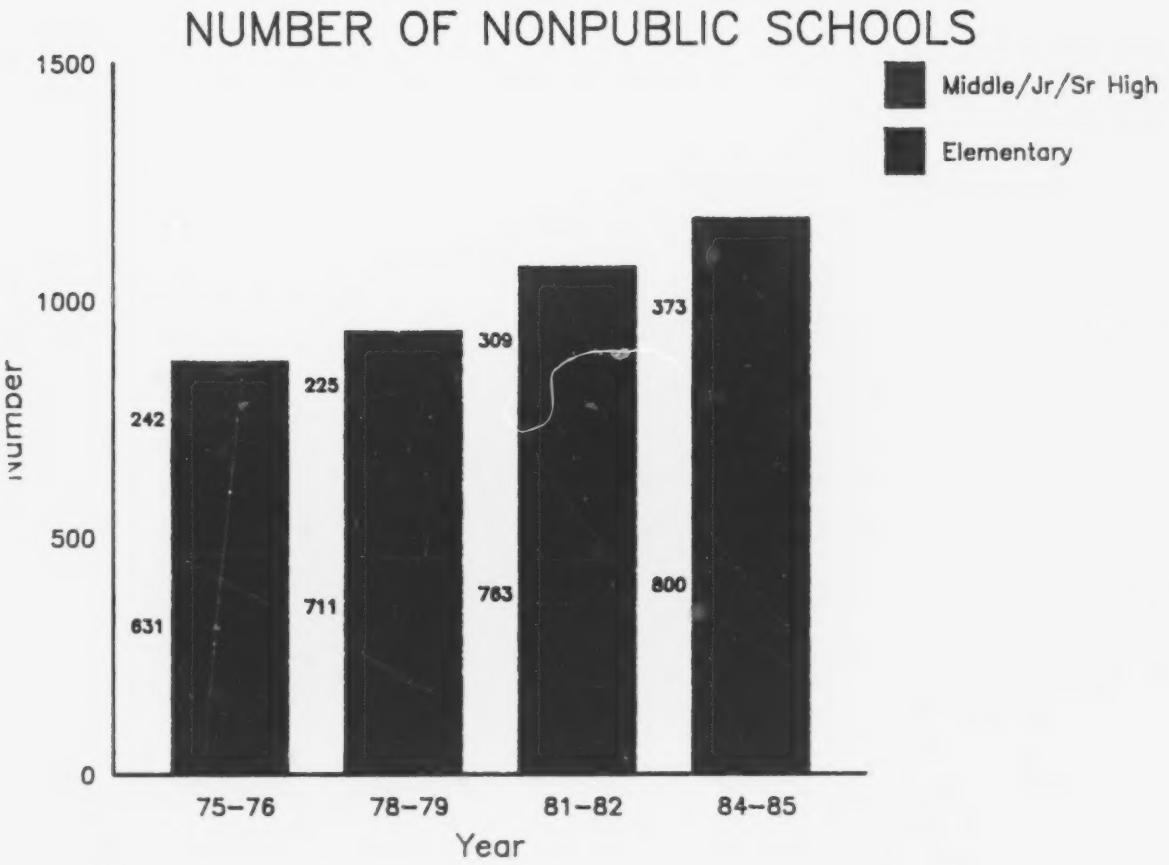
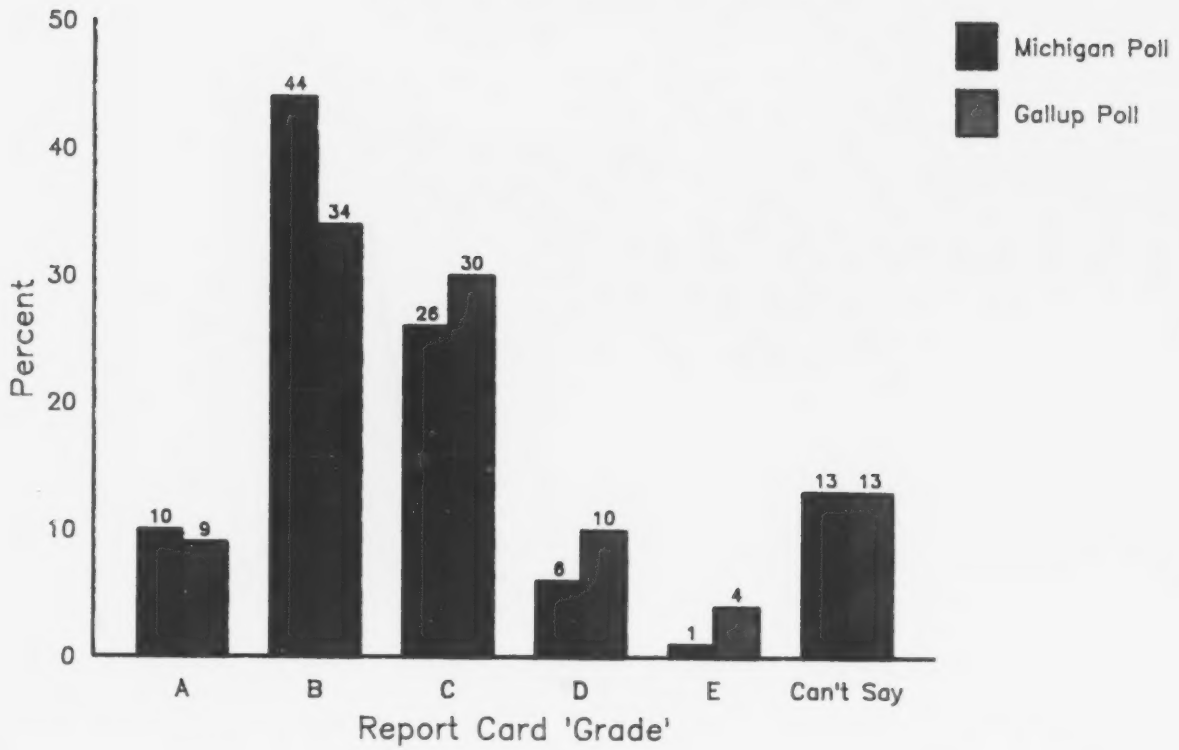



FIGURE E-4

In 1975-76, Michigan's K-12 educational system included 631 nonpublic elementary schools and 242 nonpublic middle/junior high/senior high schools. During the ten-year period of 1975-76 through 1984-85, the number of nonpublic elementary schools has increased by 27% and the number of nonpublic middle/junior high/senior high schools by 54%. In 1984-85 there were 800 nonpublic elementary schools and 373 nonpublic middle/junior high/senior high schools in Michigan.

Citizens and educators in various communities may want to examine the reasons for the increase of nonpublic schools during the period of continued decrease in the size of the total school age population.

# REPORT CARD RATINGS
## by Michigan Citizens, 1986




Michigan Poll - 1986 Michigan Education Poll

Gallup Poll - 17th Annual Gallup Poll, 1985

FIGURE E-5

For the fifth consecutive year, Michigan citizens rated their local public schools much higher than do citizens elsewhere in the nation. "Report card" 'A' and 'B' ratings for Michigan public schools were significantly higher (54%) on the 1986 Michigan Education Poll than were similar ratings (43%) obtained by the Gallup Organization in a 1985 nationwide opinion poll. Further, citizen 'D' and 'E' ratings for the schools in Michigan are significantly less (7%) than the 14% of 'D' and 'E' ratings recorded in the nationwide opinion survey. Opinions of citizens were obtained in scientifically-valid public opinion surveys.

# CONDITION OF MICHIGAN EDUCATION

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Phillip E. Runkel
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James L. Phelps
Associate Superintendent for Planning & Management

Robert Carr, Supervisor
Office of Research & Information Services

Prepared and Compiled by
Ki-Suck Chung
Lewis Ruddock

August, 1986

**MICHIGAN STATE BOARD OF EDUCATION**

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